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Examiners' Report

June 2011

GCSE Leisure & Tourism 5LT03 01

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Introduction

This was the second paper for this unit in the new specification for GCSE Leisure and Tourism. It is helpful to comment and highlight some of the changes for the benefit of those who may not have had access to the report of the January 2011 exam series.

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 3(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 (1c) and 3d).

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 pages 35 to 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.

Question 1 (a)

This tests knowledge of topic 3.1 A Dynamic Industry - essentially the factors that influence organisations in the leisure and tourism industry and how they react to change.

1 (a) (i) and 1 (a) (ii)

Most candidates picked up the mark available in 1ai). The question required a technological development such as electronic ticketing. Examiners were looking for a specific technology rather than 'computer' or 'the internet'. For this series these were credited but in future candidates should demonstrate that they understand what a technological development is.

In the second part of the question 1aii) candidates were required to describe how the technology had influenced the leisure and tourism industry, three marks were available. Many scored one or two out of the three marks available as they focused on the customer rather than the influence on the industry/organisations.

Here is an example of a typical response:

(a) (i) State **one** technological development that has influenced the leisure and tourism industry. (1)

Automatic check-in

(ii) Describe how the technological development stated in 1(a)(i) has influenced the leisure and tourism industry. (3)

If an airport has an automatic check in then customers will not have to ~~check~~ wait in ques for hours. This also means that customers will enjoy their journey and will travel more often.



ResultsPlus Examiner Comments

In 1ai the candidate has correctly identified an appropriate technological development and gains the mark.

In 1aii the response is all about the influences on the customer and there is no reference to the leisure and tourism industry. Score = 1 mark. Total = 2 marks



ResultsPlus Examiner Tip

Check your answer and make sure you have answered it in full.

Here the candidate should have looked back over their answer and asked 'have I mentioned the leisure and tourism industry?' realised the omission and added more to the answer.

Here is an example of a better response scoring full marks:

(a) (i) State **one** technological development that has influenced the leisure and tourism industry.

(1)

Ticketless travel - BOOK online and print your own ticket off saving the airline money and you time.

(ii) Describe how the technological development stated in 1(a)(i) has influenced the leisure and tourism industry.

(3)

Influenced people to book online as they can print off their own ticket, they know it wont get lost in the post and it also saves the airline time and money.



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Examiner Comments

1ai) In this response the candidate correctly identifies a factor and gains the mark for 'ticketless travel'. Note the candidate does not understand the command 'identify' as the response continues on to describe it which is not required in 1ai).

In 1a(ii) this is worth full marks although the response offers some description related to the customer it also considers how it has influenced the airline industry.

Question 1 (b)

This question was not particularly answered by most candidates, 50% failed to score. It required candidates to give one other factor, besides technological developments, that can influence the leisure and tourism industry.

A factor, as stated in the specification, was expected such as 'natural disasters', 'consumer trends' etc. As mentioned previously it was evident that some candidates were not familiar with the unit terms and some offered a wide range of suggestions including events, leaflets and components; some gave another technological development and had not read the question. Some gave examples of a factor. These were credited. Candidates should be aware that had an example been required, such as 'earthquake', the command would have been 'Give an example'.

Here is an example of a weak response.

(b) Give **one** factor, other than technological developments, that can influence the leisure and tourism industry. (1)

Sustainable development in a local area



ResultsPlus
Examiner Comments

The candidate has attempted the question but has not given an appropriate factor.

Here is an example of a good response:

(b) Give **one** factor, other than technological developments, that can influence the leisure and tourism industry. (1)

Natural ~~has~~ hazards e.g
Tsunami or Hurricane



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Examiner Comments

It is evident the candidate understands factors. The candidate has given an example which was not asked for. If an example had been required the question would have been worth more than one mark.



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Examiner Tip

Look at how many marks are available. 1 mark for one statement, here there are two.

Question 1 (c)

This question was quite well answered by many. Examiners were looking for responses that explained how technological developments have changed either 'arts and entertainment' or 'sports and physical recreation'. Quality of written communication was also assessed in this question. On-line bookings were a popular suggestion across all responses. Many candidates, around 50% , achieved Level 2 marks with responses relating to cinemas – 3D technology, surround sound systems, IMAX; museums - interactive guides, touch screens; concert venues - laser, sound systems, giant screens; sports - 'Hawkeye', advances in gym equipment, key cards, TVs. Some candidates made reference to the component 'home based leisure' but then went on to explain why people were no longer going to cinemas and gyms and how this affected the organisation.

Here is an example of a weak response:

* (c) Explain how technological developments have changed **either** 'arts and entertainment' (e.g. cinemas, concert venues, museums) **or** 'sports and physical recreation' (e.g. leisure centres, sports venues, gyms).

Choose **one** component of the leisure industry and put a cross in the box to indicate your choice.

- Arts and entertainment
 Sports and physical recreation

(6)

Technological developments have changed in sports and physical recreation because now they have more facilities for people to use. • Gyms more cheaper.
E.g. New Facilities in Gyms: e.g. running machines. More sports for people to play. e.g. football, basketball, netball, handball, badminton etc. • Gyms - lots, new. Sports and physical recreation has changed alot from 20 years ago to now by introducing more sports, more places to workout/keep fit like gyms. More machines to use in the gyms to work-out on. e.g. treadmills, running machines, weight lifting etc. more things to do, gets you fitter and out of the house.

(Total for Question 1 = 11 marks)



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Examiner Comments

The candidate has included a range of examples however, in the main makes little reference to technological developments. The response is mainly descriptive rather than explanatory. This is a typical Level 1 response scoring two marks.



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Examiner Tip

Including examples is a good idea but remember 'less is more'. It is far better to be selective. Only include those that are relevant to the question. In this case examples that show technological developments or advances.

Here is an example of a good response.

In arts and entertainment technological developments have made an impact. Firstly before cinemas used to have smaller screens which flickered a lot. Now there are different types of screens e.g. 3D allowing customers to have more variety ^{and a better experience}. Also people can now book their tickets online and use the touch screen machine at the cinema to print their tickets off whilst before people could only buy tickets there or on the phone. Finally, museums also now have touch screen technology to allow tourists to interact with the ^(Total for Question 1 = 11 marks) exhibitions such as ~~children~~ people touching on the screen on a map where they ~~know~~ a famous scientist or from. This allows customers to be interested and although this new technology is expensive it brings on more tourists which balances out the profit or even increases it.



ResultsPlus Examiner Comments

In this response the candidate offers a balanced and detailed explanation of the changes in cinemas and museums as a result of technological developments. Examples are included as are explanations. There is consideration of both the customer and the organisations. The quality of written communication is good - clear layout, accurate punctuation, grammar and spelling. This is a Level 3 response worth 5 marks.



ResultsPlus Examiner Tip

Where QWC is being assessed structure your response so that it is clear and logical. For instance, include an introductory sentence and sum up at the end with a brief conclusion.

All the questions in question 2 cover the topic 3.2: UK Tourist Destinations.

The unit specification includes a list of the destinations that candidates should be able to recognise and locate.

2 (a)

This was a multiple choice question. Almost 60% of candidates picked up the mark here. A surprising number did not know which country St Andrews was located and did not gain the mark. The specification indicates that candidates should be able to locate and describe locations using geographical knowledge of the UK. Therefore they are expected to know which counties and countries the listed destinations are found in.

Question 2 (b) (i)

2 (b)(i-iv)

This question was answered well by those who knew the locations of the destinations and scored six marks.

The specification identifies six types of destinations. In both the January 2011 and June 2011 exam candidates were required to match six destinations with labels on an outline map. There was one destination from each type. In future series candidates may be given a number of destinations all belonging to one type. 82% of candidates were successful in locating Birmingham and over 60% correctly matched Lake District, Glasgow and Butlins Bognor Regis.

Question 2 (c)

This question was answered quite well by candidates who were able to describe the role of VisitEngland correctly and in some detail. Over 50% gained at least one mark here. Some candidates were clearly unfamiliar with the tourist board but still attempted the question in the hope of picking up a mark and almost 25% did not score. A wide range of responses was seen; some suggested it was a company that organised tours around England, for instance. Examiners were looking for reference to promotion, information for potential tourists, attracting overseas visitors, websites, marketing campaigns etc. Where more than one role was given these were credited although candidates should be aware where there is one role worth two marks they should add some detail to their description of a role.

Here is a typical response:

(c) Describe the role of VisitEngland. (2)

Its a scheme put together for tourist to visit england
and for tourist to view parts they have never seen and to
understand the history of england.



ResultsPlus Examiner Comments

It is quite clear that the candidate does not know what VisitEngland is and has had a guess. It is always worth 'having a go' but on this occasion the response did not score any marks.



ResultsPlus Examiner Tip

Even if you do not know the answer always have a go. Examiners cannot give marks where the answer has been left blank!

Here is an example of a better response:

(c) Describe the role of VisitEngland. (2)

They are a tourist board who promote
tourism in England via their website
and encourage people to visit.



ResultsPlus Examiner Comments

An excellent response worth two marks. The role is described clearly and in detail showing a good understanding.



ResultsPlus Examiner Tip

When you are asked to describe and there are two marks, either make two separate points or one detailed point.

Question 2 (d)

This question was not particularly well answered by many and around 25% did not gain any marks. 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 Bath. However, 60% gained one or two marks. The question required a description and examiners were looking for detail appropriate to Bath. Where the question was misunderstood, some wrote about what features Bath should have to appeal to tourists. However there was evidence of many candidates having studied the features giving Bath appeal and candidates were able to describe features such as the Roman Baths, Spa, Royal Crescent and Jane Austen connections and named museums.

A description was required but some candidates went onto explaining why the features may appeal and to whom. This was not asked for on this paper.

Bath is one of the emboldened destinations highlighted in the specification and candidates are expected to know specific features of these destinations and their appeal.

Here is an example of a typical response.

(d) Bath is a 'historical and cultural destination'. Describe the features that are important in giving appeal to Bath. (4)

Bath appeals to people as they go there to see the history, there a roman ruins this attracts alot of visitors. People go to Bath to learn more about the culture also it is easily accesible being not too far away from key motorways.



ResultsPlus Examiner Comments

It is evident that the candidate does know something about Bath. However, the response is more explanatory than simply describing the features. It is worth two marks for Roman ruins and easily accessible.



ResultsPlus Examiner Tip

For each of the emboldened destinations draw up a table listing the key features, such as attractions, and match these to different types of tourists to help with your revision for these types of questions.

An example of a better response scoring full marks.

(d) Bath is a 'historical and cultural destination'. Describe the features that are important in giving appeal to Bath.

(4)

Bath has two universities (Bath and Bath spa) and it also has a cathedral. As well as this, it has a museum and many Roman Baths for people to visit and also go in. The writer Jane Austen also lived in Bath and wrote all her books there, including Pride and Prejudice.



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Examiner Comments

In this example, again it is evident that the candidate has studied Bath. One key difference is that this is a description - it conjures up a picture of Bath. Another difference is the detail with regards the number of features mentioned. Examiners apply positive marking and candidates are credited for what is correct, they are not penalised for errors and inaccuracies.



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Examiner Tip

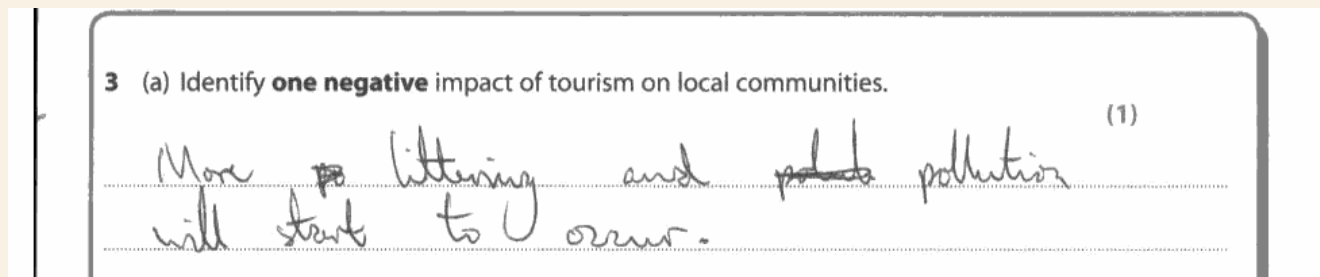
Where a question on features of a destination is worth four marks and you are asked to 'describe' either give four features or write about two in detail.

Question 3 (a)

All the questions in question 3 test knowledge of the topic 3.3: Impacts of Tourism. Candidates should be familiar with the different topics and how the structure of the exam paper covers them. They will not be assessed on topic 3.4 within question 3.

This was quite well answered and 68% of the candidates picked up the mark. Some had not read the question fully and gave a negative impact on the environment. Some candidates described or else explained an impact, this is not needed when the command is 'identify'.

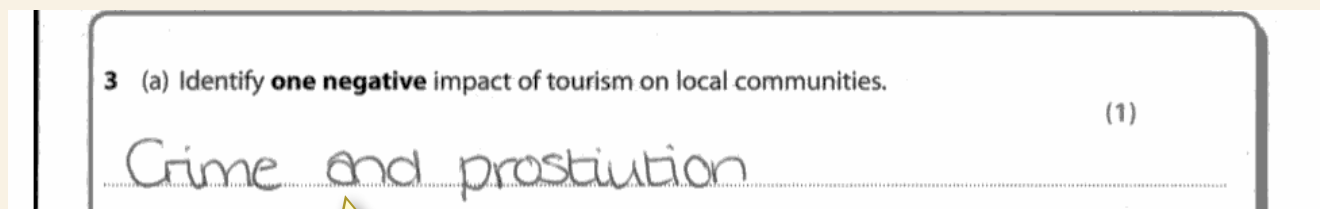
An example of a response that gained no marks.



ResultsPlus Examiner Comments

The candidate has not read the question and given negative impacts on the environment. A one word answer would have been sufficient for 'identify'.

An example of a good response.



ResultsPlus Examiner Comments

The candidate has simply stated an impact. Had the candidate just given 'crime' or 'prostitution' either would have been acceptable.



ResultsPlus Examiner Tip

When there is only one mark available, you only need to make one point. It may be just one or two words.

Question 3 (b)

66% of candidates gained full marks in this 'matching' question. Where regeneration was matched with positive impact on local community this was accepted however dual use facilities does not match with positive impact on the environment and 27% of the candidates scored two out of the three marks available.



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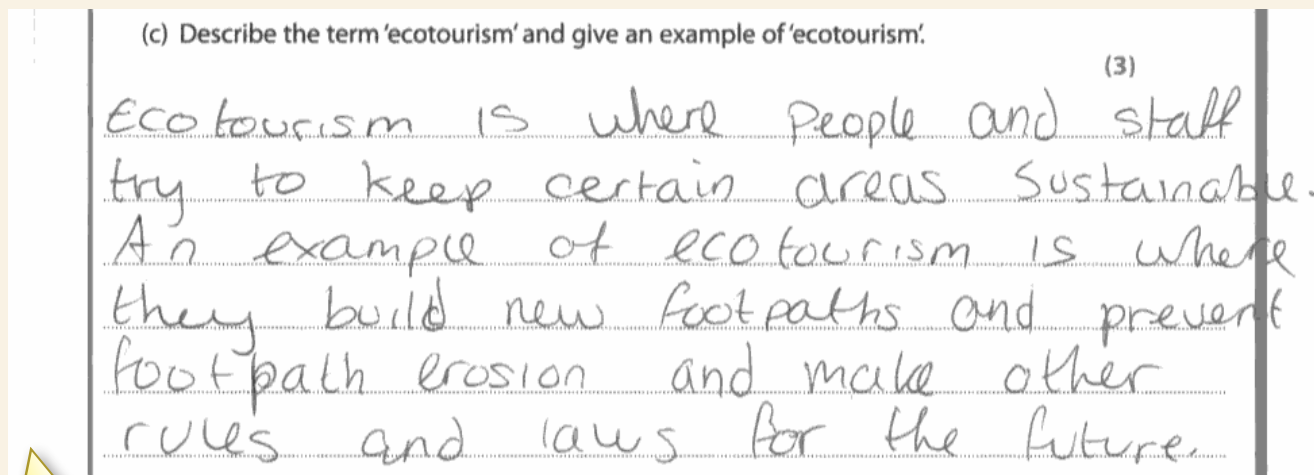
Examiner Tip

Try and choose the most likely or most obvious match so read all the statements carefully first before drawing your lines.

Question 3 (c)

This was not well answered by many candidates who did not know the term. The question required a description of the term 'ecotourism' and an example. 27% did not gain any marks, however 68% did gain one or two marks here. Candidates were able to score full marks by either giving a full description of the term that included reference to the environment and local people for two marks and an appropriate example worth one mark, or by giving a detailed example for two marks and limited description relating only to one aspect for one mark. The majority of candidates omitted reference to the local people and focused entirely on protecting the environment. Candidates should be able to describe the terms stated in the unit specification. Many wrote about sustainability which is the topic assessed in question 4.

This is an example of a weak response that suggests limited knowledge of ecotourism.



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Examiner Comments

The response refers sustainability which is assessed in question 4. There is no description of ecotourism. One mark was given for the example, whilst imprecise and implied it could be regarded as one aspect of ecotourism in so far as protecting the environment from damage.



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Examiner Tip

Attempt all questions even if you are unsure, you may pick up a mark as in this example!

Here is an example of a response scoring full marks.

(c) Describe the term 'ecotourism' and give an example of 'ecotourism'.

(3)

Ecotourism is responsible travel to a conserved area which protects the environment and improves the well-being of local people. Ecotourism package holidays are found on ecotourismholidays.com which can include a desert walk in Peru. Also ecotourism homes have been set up in Scotland called Findhorn Bay holiday destination.



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Examiner Comments

The candidate has given a full and precise description of the term. Two examples are suggested whilst the desert walk in Peru is vague and possibly inaccurate, credit was given for the second example.

Question 3 (d)

This question focused on how negative impacts are being reduced by managing visitors at Half Dome mountain. It was pleasing to see that the question was answered quite well by many candidates who engaged well with the case study. Nearly 70% gained at least three marks and responses were at Level 2 or above. Structure and the standard of grammar and spelling was also quite 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. Level 3 marks were scored by candidates who gave a structured, balanced evaluation considering advantages and disadvantages of the Day Use Permit in reducing negative impacts at Half Dome.

Where candidates were less successful was when they wrote solely about the advantages and disadvantages to tourists and did not consider impacts.

Here is an example of a top Level 2 answer scoring four marks.

The use of Day Use Permits to restrict visitors to Half Dome is an example of 'managing visitors'. This is a method used to reduce the negative impacts of tourism.

*(d) How effective do you think that the Day Use Permits will be in reducing the negative impacts of tourism on Half Dome? Give reasons to support your answer.

In your answer you should consider advantages and disadvantages.

(6)

The day use permits would reduce negative impacts because it would only allow a certain amount of people to visit therefore reducing the effects of what an unlimited number of people could do. Because it would mean less erosion would take place because there would not be as many feet wearing away the ground. Also it would mean a fewer amount of deaths on the mountain and less traffic congestion nearby because not as many visitors would be traveling to visit or climb the mountain. Also by including these Day use permits it therefore means a huge reduction in crime rates and effects on local communities daily life. However this could mean less jobs for locals resulting in a less income because not as many visitors would come to the destination.



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Examiner Comments

Here the candidate uses the information provided and justifies comments made with clear reasoning. Ideas are quite straightforward but a range of impacts are considered and there is application and evaluation. Clearly presented and so is worthy of top of Level 2. For Level 3 clearer evaluation in terms of advantages and disadvantages would be expected.

This is an example of a Level 3 response.

The day use permits will be advantageous in that they will reduce the risk of customer injury/accidents which will therefore reduce bad publicity of the Half Dome mountain. It will also reduce environmental impacts such as putting stress on the mountain and eroding the ~~rock~~ surface. However there are some disadvantages of using the permits to reduce the impacts of tourism that are negative. Because the permits are free, money cannot be generated to set up conservation schemes which is at a loss to maintaining the environment. Also, having only 300 available each day may cause customer dissatisfaction in that the permits are hard to get hold of. This may cause customers to think again about visiting the national park.

Overall I think the permits are a good idea and will be quite effective in reducing the negative impacts of tourism. To improve the use of the 'Day use permits' I think they should increase the price slightly so money can be generated to conserve the national park.



ResultsPlus Examiner Comments

Here the candidate gives a clear and detailed evaluation. There is development of ideas and sound justification and reasoning. A range of impacts are considered and advantages and disadvantages made clear. The skills and understanding demonstrated warrant marks in Level 3.

The quality of written communication in terms of grammar in parts does not fully match Level 3 requirements.

However as the work is generally well structured and spelling is accurate Level 3 was appropriate.

This response scored the full six marks.

There are key strengths in this response in particular the recommendations made and the concluding paragraph.



ResultsPlus Examiner Tip

When a question is *QWC take extra care to structure your answer. You could use some spare paper to help organise your thoughts before writing. Also check that your spelling and grammar are accurate.

Follow the prompts given in the questions. Here it tells you to 'consider advantages and disadvantages'. These prompts are there to help you so use the words in your answer.

Question 3 (e)

This question was not well answered by most candidates and 70% did not gain a mark. There were two reasons it seemed. Many were perhaps unfamiliar with the idea of a 'method' and gave a wide variety of suggestions. Alternatively they continued with ideas relating to Half Dome and had not spotted the change in question numbering from 3d to 3e. If answers related to the case study had been required the questions would have been numbered 3di and 3dii.

Examiners were looking for one of the methods as given in the specification such as 'planning', 'education', 'legislation'. Many suggested 'ways' rather than methods – park and ride, fines, where these were appropriate ways of reducing negative impacts and were not about 'managing visitors' this was accepted.

An example of an appropriate response.

(e) Identify **one other** method that can be used to reduce the negative impacts of tourism. (1)

Planning permission to protect important areas



ResultsPlus
Examiner Comments

The candidate has clearly stated a method as in the specification. 'Planning' would have been credited with the mark.

Here is an example of a typical response.

(e) Identify **one other** method that can be used to reduce the negative impacts of tourism. (1)

They can charge a small amount for the use of mountain. So they can pay for any damage.

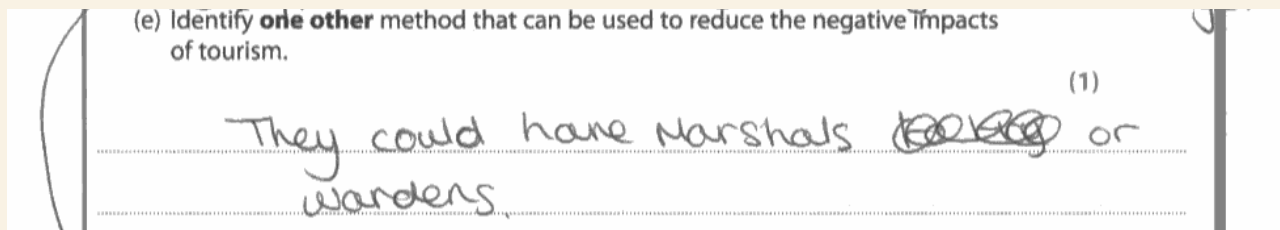
(Total for Question 3 = 14 marks)



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Examiner Comments

The candidate has not understood what the command 'identify' requires and has not spotted the change in questioning.

Here is an example of potentially lost marks.



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Examiner Comments

The candidate has continued their answer to 3d in the space below 3e. Unless this was clearly indicated in question 3d the examiner has no way of knowing that there is more to the answer and so marks could be lost.



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Examiner Tip

If you need more space for your answer there are two options:
1 - use space elsewhere on the question paper. If you do this you **MUST** make a note so the examiner knows there is more to mark. For instance '*continued on page 8'
2- request additional paper from the invigilator.

Question 4 (b)

This question focuses on topic 3.4: The issue of sustainability.

4 (a)

Most candidates, 65%, were able to gain the mark for correctly giving 'B' - Ecotourism in a rainforest.

4 (b (i))

This question was well answered by the majority of candidates. The most popular advantages were 'less pollution' and 'less congestion'. A minority suggested 'saves energy', 'improves quality of air'.

4 (b (ii))

Again this was well answered by most candidates who correctly gave 'inconvenience of timetables' or 'unreliability' of public transport.

Where candidates were less successful in 4b was where the question was not read carefully or else completely misunderstood. Some gave advantages to holidaymakers in 4bi and disadvantages to destinations in 4bii. Some gave the names of destinations or destination types. A surprising number seemed to think that cars would be stolen and vandalised for 4bii.

However, overall 64% of candidates gained three of four marks in this question.

Here is an example of a common mistake.

(b) (i) Identify **two advantages** of the 'Give the Car a Holiday' scheme for popular **tourist destinations**. (2)

1 Will be cheaper
2 more room for children on a bus or train

(ii) Identify **two disadvantages for holidaymakers** if they decide to 'Give the Car a Holiday'. (2)

1 Will have to walk most places, cannot use own car.
2 Won't be able to go exactly where planned.



ResultsPlus Examiner Comments

The candidate has not read the question carefully and in 4bi) has given advantages to holidaymakers and not the destination. No marks were scored here.
4bii) These gained two marks.



ResultsPlus Examiner Tip

Read the question and then check you have answered it!

Here is an example scoring full marks.

(b) (i) Identify **two advantages** of the 'Give the Car a Holiday' scheme for popular tourist destinations.

(2)

1 This cuts down on traffic congestion

2 This cuts down on pollution.

(ii) Identify **two disadvantages for holidaymakers** if they decide to 'Give the Car a Holiday'.

(2)

1 They do not have the flexibility that the car gives them.

2 public transport using set routes this may increase the time it takes to get somewhere



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Examiner Comments

1 mark for each gained here. Note that the candidate has not simply identified in 4bii) but has given an explanation. This does not affect the marks awarded but does take more time to write.

Question 4 (c) (i)

This question was answered quite well by many candidates, 42% scored full marks and 37% of candidates gained one mark out of the available two for explanations based around saving water or electricity. Some candidates had misunderstood the term 'reuse' and wrote about towels being thrown away, landfill and resources needed to make more. For full marks examiners were looking for explanations/reasons.

An example of a typical response.

(c) Many large hotel chains across the world now encourage their guests to reuse their towels to help the environment.

(i) Explain **one** reason why this is good for the environment. (2)

as they don't have to keep using water, they can save the water.



ResultsPlus Examiner Comments

The candidate has not explained or given any reasons to say how or why. The response scores one mark for 'save water'.



ResultsPlus Examiner Tip

When you are asked to explain something, you must give a reason or say why. Use a connecting word or phrase such as 'this is because'. The phrase should be used to connect two statements.

An example scoring full marks.

(c) Many large hotel chains across the world now encourage their guests to reuse their towels to help the environment.

(i) Explain **one** reason why this is good for the environment. (2)

Because the towels don't have to be washed less which is better for the environment as tumble dryers and washing machines are not environmentally friendly because of the amount of water and energy they use.



ResultsPlus Examiner Comments

This is clearly explained and relates to there being fewer towels to wash. Although not stated as 'saves energy and water' the inference is clear.

Question 4 (c) (ii)

Many candidates scored quite well here, 26% gained two marks and 46% gained at least three marks out of five available. The question required suggested statements for a Code of Good Practice to achieve sustainability. Most were able to give appropriate statements for waste, energy and resources but suggestions for wildlife tended to be weak and related simply to 'not disturbing wildlife' or 'keep away'. Many thought in terms of what people in general could do rather than thinking of what organisations could do.

An example of a response that does not answer the question.

(5)

Code of Good Practice to achieve sustainability

- 1 By not being sustainably people waste alot of resorces
- 2 A lot of the earth energy is wasted
- 3 wildlife could be affect if new building are going to be built.
- 4 Different resorces from different thing are all used up and wasted.
- 5 your house pets might also be affected.

(Total for Question 4 = 12 marks)



ResultsPlus Examiner Comments

Here the candidate has misunderstood the requirements of the question and the response does not gain any marks.

A good response.

(5)

Code of Good Practice to achieve sustainability

- 1 Recycle all glass bottles and aluminium cans
- 2 Provide free public transport for employees
- 3 Advise visitors to turn lights off in room when not present
- 4 collect rain water to be used for watering plants
- 5 Ensure wildlife are not at threat from any ~~kind~~ dangerous litter

(Total for Question 4 = 12 marks)



ResultsPlus Examiner Comments

Here the candidate makes five appropriate suggestions. The last point is quite weak but was accepted as litter is a big hazard for wildlife. It is clearly related to what organisations/businesses can do.

Paper Summary

The approach to individual questions is 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 not answering the question was probably the biggest factor that hindered achievement for many.

For instance in 1b) examiners were looking for responses that described how technological developments had influenced the leisure and tourism industry. Whilst it was evident that candidates understood the influence of technology to customers, the majority failed to relate their answers to organisations within the industry or indeed to the industry in general.

Another aspect of poor exam technique that was evident was not following the command word/verb in the questions.

In particular the command 'identify' used in 3a, 3e and 4b. Very often candidates would write quite long descriptive responses or else explanations when a one or two word answer was sufficient. Candidates should be encouraged to look at how many marks are available – when there is just one mark it is unlikely that the question requires much writing. The command 'identify' often, although not always, requires a specific term to be given. For instance in 3a) simply giving the impact 'loss of culture' was enough and worth 1 mark. In 3e) a method should have been identified, one of those stated in the specification. Identify is also used where advantages and disadvantages are required as in 4b) candidates need only have identified 'less congestion' or 'inconvenient' to have gained the marks. In 4b, many gave explanations which were not required. The command 'state' is also sometimes used and requires the same – a short, one or two word answer.

The command 'describe' was also misunderstood by many and in 1a) and 2d) many gave explanations and reasons which were not required.

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

In 1b) whilst many gave appropriate factors such as 'natural disasters' or 'recession' and gained the mark, some candidates gave 'arts and entertainment' or 'weather', neither of which are factors. Examiners were looking for the factors as stated in the unit specification.

For 2a) and 2b) 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 3e) examiners were looking for specific methods as given in the unit specification.

Overall, being only the second paper for this unit it was pleasing to see that 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, good. Where scores were disappointing it was felt that these issues are not insurmountable and can be overcome and that through practice and improvement of exam technique centres and their students can build upon and improve their performance in forthcoming exams.

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