

Examiners' Report
June 2012

GCSE Leisure & Tourism 5LT03 01

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June 2012

Publications Code UG032596

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Introduction

This was the fourth paper for this unit in the new specification for GCSE Leisure and Tourism. It is helpful to comment on and highlight some of the changes for the benefit of those who may not have had access to previous reports.

The content has a quite different focus in relation to the old specification, although there are a few similarities. Question types such as the matching box exercise in 2(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 topic 3.2 of the new specification, 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, it is the focus of questions, rather than their type, which are quite different. The questions are now 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 1(c) and 3(b)(i).

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 (Questions 1, 2, 3 and 4) 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).

Question 1 (b) (i)

Question 1 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.

Candidates did not score at all well on this question, with just over a fifth of them gaining a mark. This question was testing knowledge of one of the factors influencing the leisure and tourism industry: consumer trends, specifically 'changing family patterns'. The majority of candidates did not score any marks as they did not seem to know what 'changes to family patterns' actually means. Many gave responses relating to how families go to different places on holiday as their children get older. Some did not read the question carefully and began to explain how the changes affected the industry – which was the next question. Very few described changes to the makeup of families. Those who did often scored full marks for descriptions relating to smaller families, more step-parents. Some wrote about the baby boom following the Second World War and this was credited for some understanding.

Here the candidate clearly does not know the term but is 'having a go'.

(b) 'Changes to family patterns' is a consumer trend.

(i) Describe 'changes to family patterns'. (2)

as people get older they may not want to go
to haven anymore, and will start going abroad.
Also a couple may always go abroad but
now have children they may go on domeric holidays.



ResultsPlus

Examiner Comments

The response did not gain any marks. The candidate has tried to show application and tries to link their answer to the tourism industry which is the next question.



ResultsPlus

Examiner Tip

When a phrase is presented in quotes i.e. 'changes to family patterns' this means that this is a term or phrase from the unit specification and it is likely the question is just testing your knowledge of a term.

This is an example where the candidate has some understanding of 'changing family patterns'.

(b) 'Changes to family patterns' is a consumer trend.

(i) Describe 'changes to family patterns'.

(2)

Family patterns change ~~been~~ in aspects of women now working as in the 1950s they just stayed at home. Another family pattern change is that there are more single parents rather than married couples.



ResultsPlus
Examiner Comments

This gained 2 marks for each basic separate point made - working mums, more single parents.



ResultsPlus
Examiner Tip

For all questions you need to check how many marks are available. When you are asked to 'describe' and there are four marks available, either make four points or add some detail to each point you make, or you could include an example.

Question 1 (b) (ii)

As many candidates demonstrated very little knowledge of the factor, 'changes to family patterns' in 1(b)(i), unsurprisingly scores on this question were also disappointingly low. Candidates were offered a choice - either influences on the leisure industry or the tourism industry. A wide range of different responses were seen. Many candidates described the activities families can do or how holiday patterns have changed or how home-based leisure has changed. Other responses considered the way the recession, disposable income and costs of holidays have affected families' choice of holiday.

Here is a typical response that did not gain any marks.

(ii) Explain how 'changes to family patterns' have influenced **either** the leisure **or** tourism industry. You may include an example to support your answer.

Indicate your choice by putting a cross in the box.

Leisure industry

Tourism industry

(4)

changes to family patterns have changed the tourism industry because the certain place where they usually go to would lose money because they would have changed their destination, therefore at that place they have changed to would get more money than usual due to the family being there.



ResultsPlus Examiner Comments

The response is a little confused and follows on from the idea that families are going to different destinations, i.e. 'changing holiday patterns'.

However, there is an attempt to consider influences on the tourism industry and the candidate has tried to address the question requirements.

This is an example of a response scoring 3 marks.

- (ii) Explain how 'changes to family patterns' have influenced **either** the leisure **or** tourism industry. You may include an example to support your answer.

Indicate your choice by putting a cross in the box.

- Leisure industry
 Tourism industry

(4)

In 2007, the UK population was almost 61 million, with one in 5 people being under 16 and a similar proportion of people being of retirement age. In more recent years however, we have seen a decrease in the amount of young people, with more families having fewer children. This means that more families have more disposable income to spend on things like leisure activities. The leisure industry has taken advantage of this by providing people with more leisure activities suited for families and children. For example, ceramic cafes have been introduced for families to enjoy



ResultsPlus
Examiner Comments

The first part of the response does not answer the question – it is a repetition of the response given in 1(b)(i). However, it leads to an appropriate explanation linked to the leisure industry with an example showing a good level of knowledge and understanding.



ResultsPlus
Examiner Tip

Write a checklist of all the examples of consumer trends given on page 36 of the Leisure and Tourism GCSE specification. For each, make sure you can *describe* it; *explain* how it influences *organisations* and that you can give an example.

Question 1 (c)

It was very pleasing to see some good responses to this question, just over half of them achieving Level 2, between 4 and 6 marks. Candidates engaged well with the material provided and offered considered responses using this information and their own knowledge. To achieve marks in Level 2 responses needed to contain some explanation and some application to 'types of customers'/'changing appeal of cruising'. It was evident that some candidates had studied this topic and were able to offer quite detailed explanations. Many made reference to cruises being more affordable for a wider range of customers i.e. previously seen as a luxury only the rich could afford but with the increase in the number of ships and tempting prices/discounts they gained wider appeal. Candidates also made reference to the recession and cruises being all inclusive. QWC was tested in this question.

Here is a typical response scoring 4 marks (Level 2).

* (c) Explain why more people are choosing to go on a cruise holiday. In your answer you could consider:

- Different types of customers
- The changing appeal of cruising
- Any other relevant factor

(8)

More people are going on cruises now than ever before, this could be because they have things for all kinds of customers, ~~children~~ ^{with} families with children there is climbing walls, slides, cookery classes and talent ^{shows}. They offer to couples beauty and spa treatments, designer shops, celebrity chef restaurants and photography classes. They also have, Singles Cruises, family ^{friendly} cruises, adult only cruises and over 50 cruises. Overall i think the changing appeal of cruising is it has a lot for different ranges of customers and are cheaper than two weeks abroad flying on a plane.



ResultsPlus
Examiner Comments

Here the candidate has made appropriate links between the cruise products and different types of customers. There is some explanation and application to justify Level 2 marks; it is quite basic however and so marks at the lower end of the level were appropriate.

This is an example that scored 7 marks (Level 3).

*(c) Explain why more people are choosing to go on a cruise holiday. In your answer you could consider:

- Different types of customers
- The changing appeal of cruising
- Any other relevant factor

(8)

Many years ago, cruising was only used for by the wealthy and most affluent people. People would save up money for years to be able to experience cruising. ~~Nowadays~~ This was because there were few cruise lines that made it more expensive. Nowadays, there are many more cruise lines ~~that~~ that are able to carry more passengers, decreasing the expense of cruising. There are also many activities that passengers can experience on a cruise line, such as, swimming pools, ice skating etc, making cruising a more general appeal. There are specific cruises for certain people: for example people aged over 50 might want a holiday that is quiet and peaceful where there are no children, therefore a cruise line for over 50's would provide this. (Total for Question 1 = 15 marks)



ResultsPlus Examiner Comments

This is a very different response with a sustained explanation of why more people are choosing to go cruising and the changing appeal of cruising to different types of customers. This explanation therefore gained Level 3 marks.



ResultsPlus Examiner Tip

The candidate appears to have run out of space and is unable to conclude the explanation. Whilst you do not have to fill the space available for answers, if you do find there aren't enough lines in the exam paper ask for an additional sheet of paper. Make it clear to the examiner that you have continued your answer on the extra sheet. But keep an eye on the time and come back to it later; you *must* make sure you complete the paper!

Question 2 (b) (i)

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. In addition they should know about the features that make these destinations appealing and who they might appeal to.

2(a) - Surprisingly, nearly half of all candidates who were entered for this examination did not know which county Blackpool is located in.

2(b) - Many candidates scored quite well on this question and some scored full marks. Similar questions have appeared on past papers and candidates are expected to know the locations of the emboldened destinations listed in the unit specification. Most candidates were able to locate Blackpool and Newquay correctly although there was some evidence of guesswork.

Again, it was surprising that only half of all candidates gained the mark for knowing that Eastbourne was label B.

Question 2 (b) (ii)

Approximately half of all candidates who were entered for this examination correctly matched label F to Portrush.

Question 2 (b) (iii)

Most candidates knew that label D was the location of Blackpool.

Question 2 (b) (iv)

Just over half of all candidates correctly matched label E with the location of Oban.

Question 2 (b) (v)

Approximately half of all the candidates entered for this examination correctly gave C as the location of Great Yarmouth.

Question 2 (b) (vi)

Approximately three-quarters of all candidates who entered for this examination correctly matched label A with Newquay.

Question 2 (c)

This question was all about features that give destinations their appeal. The unit specification highlights which destinations should be studied in more detail and candidates are expected to know about the specific features of these destinations and the types of visitors they appeal to.

There were two parts to this question.

2(c)(i) - Candidates were given a choice of features. They were expected to choose one of the features and then explain why it gave seaside resorts such as Blackpool their appeal. Some candidates misunderstood the question and incorrectly wrote about economic impacts, that without the feature jobs and money would be lost. The most popular feature chosen was 'Built attractions' and many candidates scored at least two out of the possible three marks. Some candidates just gave examples such as The Pleasure Beach, piers, arcades, but did not explain why they were appealing. Better responses related to the possibility of bad weather and that there needed to be activities available that could be done indoors, out of the rain. Where candidates chose 'Food, drink and entertainment' scores were not quite as high, many gave basic explanations along the lines of 'they need somewhere to eat'; few picked up the special features associated with seaside resorts – fish and chips, huge range of eating outlets, takeaways, and entertainment, shows, or in Blackpool itself the ice rink shows and ballroom dancing. The feature seemed less well understood and candidates were more successful when they chose built attractions. There was some evidence of candidates having studied Blackpool and its main features and in such instances some detailed and interesting responses were seen gaining full marks.

2(c)(ii) - The second part of the question related to how the feature chosen appealed to groups of young people. Candidates scored quite well and many picked up a mark for references to 'fun' and 'excitement' where built attractions were chosen or 'cheap takeaways' where food, drink and entertainment was chosen. Some candidates wrote in general about appeal and responses did not relate specifically to groups of young people, or else they missed the 'group of'. A small number gained full marks and considered group discounts and limited funds of young people.

Out of the five marks available, just under half the candidates scored at least three marks.

This example scored 2 marks overall.

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

(c) 'Built attractions' and 'Food, drink, entertainment' 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 seaside resorts such as Blackpool.

Put a cross in the box to indicate your choice.

(3)

- Built attractions
 Food, drink, entertainment

Food, drink, entertainment is important in giving appeal to seaside resorts in blackpool. as this will bring in more income to the local area, which will benefit it as they are important for the visitors when they stay at a seaside resort.

(ii) Different features appeal to different types of visitors.

Explain why the feature you have chosen in (c)(i) could appeal to **groups of young people**.

(2)

This could appeal to groups of young people by giving them places to amuse themselves and friends e.g for teenagers at the age of 18 can go out to bars and clubs in the area and for younger people shows for their personal entertainment and kids menus for their needs.



ResultsPlus
Examiner Comments

The candidate has misunderstood 2(c)(i) and has written about impacts, and therefore did not score any marks. However, in 2(c)(ii) there is a clear explanation gaining full marks as it is fully relevant to groups of young people.



ResultsPlus
Examiner Tip

Remember each question - 1, 2, 3 and 4 - targets a different topic, Question 2 is always about UK tourist destinations. Impacts are tested in Question 3.

This example scored full marks.

Built attractions are important in giving appeal to Blackpool because overseas and domestic tourists would be interested to see them. The Blackpool Tower is a popular attraction in Blackpool with many visitors every year. As well as natural attractions, built attractions like pleasure beach gets lots of attention from families because of the fun rides.

(ii) Different features appeal to different types of visitors.

Explain why the feature you have chosen in (c)(i) could appeal to **groups of young people**.

(2)

Built attractions appeal to groups of young people because they would be more attracted to go on a ride at pleasure beach than to walk along a coast. Young people look out for ways to have a good time and have fun and built attractions are more appealing.



ResultsPlus
Examiner Comments

The response is well focused and shows good understanding, it is clear the candidate has studied Blackpool and its features.



ResultsPlus
Examiner Tip

These types of questions require that you understand each type of feature as given in the unit specification and that you can explain why they give destinations their appeal. You also need to be able to name some examples of features within each of the destinations given in **bold** in the specification. Finally, you need to understand how and why different features may or may not appeal to the different types of visitors given in the specification.

When you are given a choice you need to think carefully, you could jot down what you know for each and then make a decision based on what you know the most about.

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.

This question was straightforward and tested knowledge of the impacts of tourism.

This was not well answered by many candidates, and half of them did not gain any marks. Surprisingly it generated a wide variety of responses. Common mistakes included not knowing the difference between 'local environment' and 'local community'. Whilst most impacts offered were positive, a surprising number incorrectly gave money/jobs in 3(a) (i). Many did not identify one impact but filled in the space available and wrote sentences relating to money used to improve the environment. Some thought that 'more tourists' is a positive impact.

Despite a clear introduction and a new question number, some continued to write about Blackpool! As previously mentioned a large number of candidates did not follow the command and in 3(a)(ii) they tried to explain the impact and did not give any details about what it actually was. Some good responses were seen though and full marks were gained for 'street furniture', 'regeneration' and 'conservation'.

This response identifies a positive impact on the local community - more money. No marks were gained in 3(a)(i).

3 Tourism has many impacts on tourist destinations and the people who live there.

(a) (i) Identify one **positive** impact of tourism on the **local environment**.

(1)

Brings money into the local area.

(ii) Describe the impact of tourism you have given in 3(a)(i). You may include an example in your response.

(2)

By bringing in more money into the local area, the local areas economy will grow, helping local businesses to become bigger and giving the locals more money from selling handmade goods, helping them to have more money for essentials and therefore improving quality of life.



ResultsPlus

Examiner Comments

Although the impact was incorrect, the questions were not dependent and two marks were awarded in 3(a)(ii) for some knowledge and understanding of the impact identified.



ResultsPlus

Examiner Tip

Questions directly testing understanding of impacts have appeared on previous papers so make sure you can identify and describe positive and negative impacts on both areas – the local environment and the local community. Make sure you know the difference. An easy way to remember is communities are the 'people' that live there whilst the local environment is the 'place' tourists visit.

This is an example scoring full marks.

3 Tourism has many impacts on tourist destinations and the people who live there.

(a) (i) Identify one **positive** impact of tourism on the **local environment**.

(1)

Improvements to local street furniture.

(ii) Describe the impact of tourism you have given in 3(a)(i). You may include an example in your response.

(2)

Sometimes streets and towns can look messy and offputting if the 'street furniture' is very dirty or broken or if there isn't any at all. The use of flower beds or street lighting can have an impact on tourism because it makes the place look more attractive and therefore more appealing to tourists.



ResultsPlus Examiner Comments

It is clear the candidate has done their homework and has followed both the commands by *identifying* an appropriate impact in 3(a)(i), then offering some *description* 'seats and lights' and 'floral displays'. In parts it is explanatory but it is the detail that gains the marks in questions requiring a description.



ResultsPlus Examiner Tip

Do you understand command words and what you are expected to write? When you are asked to describe, you need to 'paint a picture' and you do not need to give reasons.

Question 3 (b) (i)

This question involved candidates analysing the positive and negative impacts using the information given on Machu Picchu and the Inca Trail. Some superb responses were seen and approximately half of the candidates scored 4 marks or more out of a possible 8 marks. It was encouraging to see so many good responses in which candidates made good use of the stimulus material and were able to offer some degree of analysis. They wrote about a number of both positive and negative impacts, following the question instructions. Weak responses were seen in a number of cases where candidates wrote about what was good or bad for the tourists and so did not answer the question. Excellent responses were seen when candidates developed their answer to include consideration of the effects or consequences of the impacts; a useful technique recommended in previous reports. Candidates referred to the disruption to locals and the noise from helicopters, environmental damage, risk to water supply from the polluted river, loss of habitats and on the positives, education for tourists as well as income for locals working as porters, money earned, improved facilities.

This is an example of a weak response that does not answer the question.

* (b) (i) Analyse the possible **positive and negative** impacts of tourism at Machu Picchu and on the Inca Trail.

(8)

Inca trail is a 4 day ~~the~~ hike from Cusco which is 100km away from Machu Picchu which is a positive and a negative because it could be an interest holiday but some people may not like it once they get there also you have to carry all your luggage on the hike for 4 days and it is an extra cost if you would like some one else to carry it for you. The positives of this trip is that you get to see over 250 species and get to see spectacled Bear and andean condor and they are really close to extinction.



ResultsPlus
Examiner Comments

The candidate has misunderstood the question and focused on the tourist experience rather than how the local environment and the local people are affected by tourism. Some skills are evident; there is application and some basic analysis but not about impacts.



ResultsPlus
Examiner Tip

Analysing the 'impacts of tourism' is about how destinations, places and people are affected by the numbers of tourists, their activities and tourism facilities. It is about what benefits they bring and what they may spoil. Eight marks were available here so it is important you answer the question!

Here is an example that scored full marks.

~~The impact of Tourism~~ has positive
Tourism at Machu Picchu has positive impacts on the local communities as it ~~proor~~ gives them employment opportunities, working as guides or in the restaurants and hotels. The new restaurants and other facilities that were built for tourists could also be used by the locals. There is improvements to infrastructure as have plans to build a new road from Cusco. ~~There~~ There are also negative impacts on the local community as ~~tourism~~ disrupts their everyday lives. They have low-flying helicopters which could be loud and the ancient burial grounds were dug up which could be disrespectful to their culture. Tourism at Machu Picchu also has negative impacts on the environment as the Spectacled Bear and the Andean Condor are close to extinction which could be due to them building new hotels ~~on~~ where their habitats were. ~~There is~~ ~~pollution in the area~~ as the River Urubamba is polluted as human waste is pumped into it. ~~That Machu Picchu is also becoming overcrowded~~ ~~as~~ ~~visiting~~ ~~numbers~~ ~~have~~ ~~increased~~ ~~to~~ ~~82,000~~. The Inca Trail has become overcrowded as visiting numbers have increased to 82,000.



ResultsPlus
Examiner Comments

This response gained Level 3 marks. The candidate has clearly addressed positive and negative impacts on both the local environment and community. The use of terminology and grammar is very good. There is sustained analysis in which the candidate demonstrates theoretical knowledge and applies it to Machu Picchu and the Inca Trail.

Question 3 (b) (ii)

This question required candidates to identify the method being used to control impacts on the Inca Trail using the information in the stimulus. As the command was 'identify' examiners were looking for the precise and specific method as stated in the unit specification. As seen on previous questions, the majority gave lengthy responses and did not answer the question; where candidates did give a specific method they had often misread the information and gave legislation. Only a small minority gained the mark available.

Here is a typical response that does not answer the question.

impacts of tourism. (1)

They're reducing the number of people so that there will not be as many trees being cut down by the ~~the~~ tourists



ResultsPlus

Examiner Comments

The candidate has given an explanation but this was not the instruction. It is clear the candidate understood how the impact is being managed but needed to identify what method this was.



ResultsPlus

Examiner Tip

Questions about 'methods' of managing negative impacts of tourism have appeared on past papers. When the question asks you to 'identify which method' you need to match the information with all the methods you have learnt (these are listed on page 41 of the specification) and apply this knowledge to the situation.

This is an example of an appropriate response.

impacts of tourism. (1)

Managing tourist numbers.



ResultsPlus

Examiner Comments

Although the phrase is not 'exact' the candidate has identified the correct method.

Question 3 (c)

As in question 3(b)(i), the identification of a precise method was required here. Many candidates gave a wide range of suggestions on how to manage negative impacts relating to 'ecotourism', i.e. 'more bins'; whilst some of these may have been valid this was not the question. Being clearly labelled 3(c) should have indicated to candidates that the question was no longer about Machu Picchu and the Inca Trail. Some had not spotted this and gave suggestions as to how tourism could be managed there. As seen in 3(b)(i) very few candidates gained the mark.

This is a typical response that does not answer the question.

(c) There are many different ways to manage the negative impacts of tourism at popular tourist destinations.

Identify **one other** method that could be used to manage negative impacts of tourism. (1)

A park and ride scheme where tourists can travel from one destination to the next, this will prevent congestion on roads and also limit the noise pollution.



ResultsPlus Examiner Comments

Here the candidate knows about the methods but has given a suggestion rather than simply stating 'managing traffic' which is the method.



ResultsPlus Examiner Tip

Check the question numbers. All questions in question 3 are testing your knowledge of topic 3.3 (pages 40 and 41 in the specification). Question 3(b)(i) and 3(b)(ii) related to Machu Picchu. This is labelled 3(c) and is no longer about Machu Picchu although it requires you to identify or state one other method. Examiners are looking for the precisely stated method.

This is an example of a response that gained the mark.

(c) There are many different ways to manage the negative impacts of tourism at popular tourist destinations.

Identify **one other** method that could be used to manage negative impacts of tourism.

(1)

Managing traffic - Only allowing a certain amount of cars on the road daily.

Or not building a road at all and making the only way to reach the site by walking.



ResultsPlus

Examiner Comments

One mark was awarded for the method 'managing traffic'. The candidate is clearly uncertain about what the command requires and has added an extension suggesting what could be done. This is not required and may have wasted valuable time.



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Examiner Tip

Do not feel you have to use all the lines available on a question, there may be more than you need so check how many marks there are. Here there is just 1 mark available and this tells you examiners are looking for a word or short phrase.

Question 4 (b)

All the questions in Question 4 focus on topic 3.4: The issue of sustainability.

This question saw a variety of responses. Many candidates incorrectly wrote about carbon offset or gave vague references to carbon emissions. There was a clear distinction between those that knew the term and who picked up at least one mark and those who had not studied it and had a guess. Many were obviously confused and suggested it was about how much carbon was used. The term is in the specification (page 42) and should be familiar to candidates; overall more than half of candidates did not gain the mark.

Here is a typical response.

(b) Describe what is meant by the term 'carbon footprint'.
You may include an example in your response. (2)

carbon footprint is where you stop using things that use up a lot of carbon and put a lot of carbon in the air and go around by foot.



ResultsPlus
Examiner Comments

The candidate has tried to answer the question but clearly doesn't really know what the term means. No marks were awarded.

Here is a much better response which gained full marks.

(b) Describe what is meant by the term 'carbon footprint'.
You may include an example in your response. (2)

The amount of ~~gas~~ green house gases (mostly carbon) you produce while doing an activity eg your carbon footprint would be higher if you drove to work as appose to walking due to the burning of fossil fuels in a car.




ResultsPlus
Examiner Comments

It is clear from the outset that the candidate is familiar with the term and includes an appropriate example.

Question 4 (c)

This question was more successfully answered and approximately one third of candidates gained at least 2 out of the 3 marks; it was quite well answered by many. It was good to see a variety of creative suggestions including living roofs, car share, appoint an environmental advisor, energy-saving light bulbs to some rather more unrealistic suggestions such as making staff cycle to work! A good level of understanding was shown by those candidates who gave suggestions relating to organisations rather than to customers. This has been a common mistake on past papers so it was good to see some improvement here.

Here is an example of a response that scored 1 mark.





The Carbon Trust Standard was developed by the Carbon Trust in 2008 to encourage good practice in carbon measurement, management and reduction by businesses.

A number of leisure and tourism organisations have been awarded the Carbon Trust Standard including Fitness First, The Football Association, Centreparks, Odeon Cinemas, Whitbread Group and Holiday Inn.

The Carbon Trust Standard focuses on three key areas:

- Carbon footprint measurement
- Carbon management
- Carbon reduction



(Source: adapted from www.carbontruststandard.com)

(c) Suggest **three** ways leisure and tourism organisations could reduce their carbon emissions. (3)

- 1 Take the bus to work instead of cars
- 2 use solar panels on roofs.
- 3 Use more environmentally friendly equipment.



ResultsPlus Examiner Comments

The candidate understands the subject but the first suggestion is about customers, not organisations. The mark was awarded for 'solar panels'.



ResultsPlus Examiner Tip

Do not use the terms 'eco-friendly' or 'environmentally friendly' unless you say what it is. The terms are too vague and you won't get any marks.

This is an example which gained full marks.



The Carbon Trust Standard was developed by the Carbon Trust in 2008 to encourage good practice in carbon measurement, management and reduction by businesses.

A number of leisure and tourism organisations have been awarded the Carbon Trust Standard including Fitness First, The Football Association, Centreparks, Odeon Cinemas, Whitbread Group and Holiday Inn.

The Carbon Trust Standard focuses on three key areas:

- Carbon footprint measurement
- Carbon management
- Carbon reduction



(Source: adapted from www.carbontruststandard.com)

(c) Suggest **three** ways leisure and tourism organisations could reduce their carbon emissions.

(3)

- 1 to reduce their carbon emission organisations could save energy with energy saving lightbulbs or water saving toilets.
- 2 the organisation could also source as many materials as possible locally to reduce transport emissions
- 3 finally the organisation should recycle or reuse as many products as possible for example plastic bottles / 3D glasses at the cinema.



ResultsPlus Examiner Comments

As seen throughout this paper, whilst full marks were gained, the candidate has written too much and not followed the command. This is an issue of time pressures and not observing how many marks are available. The candidate needed to simply state:

- energy-saving light bulbs
- source materials locally
- recycle plastic bottles

Question 4 (d)

The question was quite well answered by most candidates and well over a third of them gained at least 2 marks. Similar questions requiring candidates to consider the advantages and disadvantages of certain green award schemes have appeared on past papers and it was apparent that some candidates had prepared for this type of question. However, yet again, some did not read the question and related their answers to the environment/planet and not organisations. This was another straightforward question that required candidates to 'identify' and as seen elsewhere many wrote more than was necessary. The most popular responses related to getting more publicity; improved reputation, more business – fewer realised that saving money on fuel bills would be a result. In the second part, (d)(ii), many candidates gained at least 1 mark for the likely increased costs. Some candidates showed good insight by suggesting that some companies might not keep up with the award in the long term.

Here is an example where the question has not been read carefully.

(d) (i) Identify **two** advantages of the Carbon Trust Standard scheme for **leisure and tourism organisations**. (2)

1 It will stop bad effects on plants/trees

2 will make destinations a better place.

(ii) Identify **two** disadvantages of the Carbon Trust Standard scheme for **leisure and tourism organisations**. (2)

1 less people may ~~not~~ go due to certain ~~type~~ restrictions.

2 people may not understand it.



ResultsPlus
Examiner Comments

The candidate has given general advantages of such schemes and not applied the advantages to organisations. In (d)(ii) the response is quite vague but shows some understanding and scored 1 mark.

Here is a response that scored full marks.

(d) (i) Identify **two** advantages of the Carbon Trust Standard scheme for **leisure and tourism organisations**.

(2)

1. ~~It will attract more customers as there are more eco-friendly people.~~ It will attract more customers as there are more eco-friendly people.
2. It gives them a unique selling point to sell to customers ~~as they could gain more~~

(ii) Identify **two** disadvantages of the Carbon Trust Standard scheme for **leisure and tourism organisations**.

(2)

1. The money used to get equipment/train staff to do things in a different way could make the organisation go out of business.
2. ~~The expense~~ The organisation could fall back to old habits after they get the award so customers may be disappointed when they get there, so wouldn't want to return.



ResultsPlus

Examiner Comments

Four valid points are made and the candidate shows sound understanding.



ResultsPlus

Examiner Tip

Remember when any question asks you to apply your answer to 'leisure and tourism organisations' you need to think in terms of organisations you studied in Unit 1. How would it affect a travel agent, museum, leisure centre, gym - will it help them make more money, keep their customers, expand, attract new customers, sell more products, affect their reputation, be good for advertising?

Paper Summary

This paper revealed significant gaps in candidates' knowledge of some concepts and terms as given in the unit specification. This was particularly evident on questions 1(b), 3(b)(ii), 3(c) and 4(b). Candidates should be familiar with the whole unit, terms, topics and sub-topics. Question papers are written around the specification and the assessment objectives. It was however, reassuring to see that the majority of candidates still 'had a go' and demonstrated good exam technique in this regard. Few answers were left blank.

A second key common weakness that was evident was where candidates did not follow the command word/verb in the questions. This has been highlighted in previous reports. For instance, when asked to 'describe' many candidates gave an explanation/reasons and did not answer the question. When asked to describe candidates should give simple statements and think in terms of 'painting a picture'. For instance in 3(a) if 'street furniture' or 'conservation' is the impact identified, candidates need to say what it is and what it does. As more marks tend to be awarded for detailed descriptions, candidates should describe what 'street furniture' looks like and include examples. On the other hand, the command 'explain' requires reasons and linking statements such as - 'this is because', 'this means that'. When the command is 'identify', this is often testing knowledge of the unit content or requires candidates to pull something out of the stimulus. Such questions usually attract 1 mark and so candidates should be aware they only need to make one point i.e. give a one word answer or short phrase. A sentence is not needed and may waste valuable time.

Overall, after some pleasing results on previous papers, this paper proved a challenge to many candidates who did not pick up marks on questions that assessed knowledge of the specification terms and concepts. However, it was good to see the high quality of many of the responses to the questions attached to case studies which assessed the higher level skills and where some candidates achieved excellent scores.

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