



Pearson

## **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCSE

In Leisure and Tourism (5LT03/01)

Unit 3: The Leisure and Tourism Environment

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
<b>1 (a) (i)</b>	<p>One mark for</p> <ul style="list-style-type: none"> <li>• B- global recession (1)</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>1 (a) (ii)</b>	<p>Award one mark for any of the following to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• Earthquake (0)</li> <li>• Hurricane (1)</li> <li>• Flood (1)</li> <li>• Storms (1)</li> <li>• Tsunami (1)</li> </ul> <p>Credit any other appropriate response, including specific named examples</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1 (b)</b>	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Growth of silver surfers (1)</li> <li>• Changing tastes/lifestyles (1)</li> <li>• Changes to family/holiday patterns (1)</li> <li>• Changing appeal of cruising (1)</li> </ul> <p>Credit any other appropriate answer</p>	<b>(1)</b>

Question Number		Indicative Content
<b>1(c)* QWC</b>		<p>Responses may vary, likely to refer to: Home computers/Socialising online/ Keeping fit at home/ Home cinemas</p> <ul style="list-style-type: none"> <li>• Growth in home computer ownership/advanced games technologies</li> <li>• Exercise at home Wii-Fit</li> <li>• Streaming music/films onto TV/Netflix</li> <li>• If miss TV programme can now pause/watch later e.g. BBC iPlayer/BTVision – fewer having TV dinners</li> <li>• Growth of social media such as Facebook, Twitter</li> <li>• ‘Sofalising’ – people can socialise from home iPhones</li> <li>• Growth of online auction sites/online casinos</li> <li>• Improved security/sophistication for making bookings online/virtual tours/extras</li> <li>• Improved video technology, 7:1 surround sound systems, built in speakers</li> <li>• Home cinema systems and projectors – media rooms as good as being at cinema</li> <li>• More leisure activities can be done at home because of technology</li> </ul>
Level	Mark	Descriptor
	0	No rewardable material. Basic response, mainly descriptive.
<b>1</b>	1-3	Limited response that is mainly descriptive. At this level may just describe what people now do at home or list technological developments or give historical account. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately.
<b>2</b>	4-6	Clear explanation that refers to technological development and changes in home based leisure. Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy in a well structured, logical and clear layout.
<b>3</b>	7-8	Detailed explanation of the changes in home based leisure clearly linked to a range of technological developments. Information is presented in a well-structured, logical and clear layout. Spelling punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology.

**Total for Question 1 –12 marks**

Question Number	Answer	Mark
<b>2 (a)</b>	One mark for correct answer: <ul style="list-style-type: none"> <li>• C Welsh Tourist Board/VisitWales</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>2 (b)</b>	<p>Award one mark for each way. Must relate to national tourist boards targeting potential customers.</p> <p>Do not credit 'advertising' without context/detail; do not credit 'promote' as given in the stem. No credit for repeat ideas.</p> <p>E.g.:</p> <ul style="list-style-type: none"> <li>• Hold special events (1)</li> <li>• Advertise the area/country on internet/TV/billboards/brochures/editorials (1)</li> <li>• Form partnerships with organisations (1)</li> <li>• Organise joint promotions (1)</li> <li>• Offer special deals/discounts (1)</li> <li>• Provide information on destinations/hotels/accommodation on their website (1)</li> <li>• Leaflets/brochures (1)</li> </ul> <p>Credit any other appropriate answer.</p>	<b>(2)</b>

Question Number	Answer	Mark												
<b>2(c)</b>	<p>Award one mark for each correct match:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Label</th> <th>Tourist towns and cities</th> </tr> </thead> <tbody> <tr> <td><b>A</b></td> <td><b>Oxford</b></td> </tr> <tr> <td><b>B</b></td> <td><b>Glasgow</b></td> </tr> <tr> <td><b>C</b></td> <td><b>Liverpool</b></td> </tr> <tr> <td><b>D</b></td> <td><b>York</b></td> </tr> <tr> <td><b>E</b></td> <td><b>Cambridge</b></td> </tr> </tbody> </table>	Label	Tourist towns and cities	<b>A</b>	<b>Oxford</b>	<b>B</b>	<b>Glasgow</b>	<b>C</b>	<b>Liverpool</b>	<b>D</b>	<b>York</b>	<b>E</b>	<b>Cambridge</b>	<b>(5)</b>
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Question Number	Indicative Content	
<b>2(d)</b>	<p>Candidates may compare the destinations given or compare different destinations in each category.</p> <p><b>Seaside resorts</b></p> <ul style="list-style-type: none"> <li>• Some seaside resorts have level promenades which are easy to walk along and are suitable for some senior citizens who may not be very mobile</li> <li>• Victorian resorts have piers which appeal to senior citizens as they can easily get some sea air/good views with a short walk</li> <li>• Some seaside resorts cater well for senior citizens out of the school holiday season and hotels offer evening entertainment</li> <li>• Blackpool’s Tower Ballroom holds tea dances in the afternoon that will be popular with senior citizens who would have gone to dances when younger</li> <li>• Offer nostalgia - traditions fish and chips/ice cream deckchairs on the beach/ happy childhood memories</li> <li>• Unlikely to appeal in the summer – too busy and expensive</li> <li>• Newquay is popular with teenagers and surfers and may not be suitable for senior citizens</li> </ul> <p><b>Tourist towns and cities</b></p> <ul style="list-style-type: none"> <li>• Many are historical and appeal to senior citizens who may like seeing the architecture – e.g. Conwy castle</li> <li>• York has a tourist pass allowing visits to attractions at reduced cost – this may appeal if senior citizens on a budget</li> <li>• Parks/gardens which will appeal as they offer some peace/gentle activities such as bowling e.g. Glasgow’s Botanical Gardens</li> <li>• These destinations cater for a range of visitors so places like Jorvik Viking Centre also appeal to the senior citizens</li> <li>• Good transport links so don’t need to drive</li> <li>• Often only suitable for short breaks but senior citizens have lots of free time they may visit for a day and not stay there</li> <li>• Some can be very busy such as Glasgow being a capital city it could be too noisy to appeal to the senior citizens</li> </ul>	
Level	Mark	Descriptor
	0	No rewardable material. Basic response, mainly descriptive.
<b>Level 1</b>	1-2 marks	Limited response. At this level may just describe the features available and/or describe what they can do.
<b>Level 2</b>	3-4 marks	Clear comparisons are made; there is reference to features of both destination types but some aspects may be generic. Understanding of appeal evident.
<b>Level 3</b>	5-6 marks	Detailed comparison that considers the features, with examples of specific features, of seaside and tourist towns and cities in terms of their appeal to senior citizens. At this level likely to have considered features/destinations that do not appeal.

**Total for Question 2 –14 marks**

Question Number	Answer	Mark
<b>3(a)</b>	<p>Award one mark for any of the following: E.g.</p> <ul style="list-style-type: none"> <li>• Regeneration (1)</li> <li>• Conservation/protection of wildlife/national parks/AONB/nature reserves (1)</li> <li>• Creation of more open spaces/parks (1)</li> <li>• Improved/more 'street furniture'/ floral displays/seats (1)</li> </ul> <p>Credit any other appropriate answer</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>3 (b)</b>	<p>Responses may vary. Credit for understanding of the term and appropriate example given. Award one mark for each aspect described.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Eco-friendly tourism (0)</li> <li>• Tourism that is environmentally friendly (1)</li> <li>• Tourism that is good for the environment (1)</li> <li>• Tourism that conserves the environment (1) and benefits local people (1) such as Il Ngwesi Eco-lodge (1)</li> <li>• Responsible travel to natural areas that conserves the environment (1) and improves the well-being/welfare of local people (1)</li> </ul> <p>Examples may refer to:</p> <ul style="list-style-type: none"> <li>• Eco-Resorts/Destinations – recognised for being responsible</li> <li>• Shagra Village, Egypt (1)</li> </ul>	<b>(3)</b>



Question Number		Indicative Content
* 3(c)  QWC		<p>Responses may vary, likely to refer to –</p> <p>Likely to consider:</p> <p><b>Negative impacts on local people/community</b></p> <ul style="list-style-type: none"> <li>• Loss of Balinese traditions and language/young people move away from villages and subsistence farming to work in beach resorts and earn money/seek easier life/cultures being diluted/losing identities</li> <li>• Culture clash with tourists from very different cultures / Balinese mainly Hindu and wear modest dress may be offended by western tourists in bikinis as shown in photo.</li> <li>• Temptations/opportunities from wealthy foreign tourists may lead locals to crime</li> <li>• Australian surfers e.g. on Suluban beach influence young Balinese who may take up their customs/clothing and become more westernised</li> </ul> <p><b>Negative impacts on local environment</b></p> <ul style="list-style-type: none"> <li>• Destruction of environment/habitats with so much land being built on and needed each year – visual pollution, loss of biodiversity/wildlife</li> <li>• Diving may damage coral reef at Jemeluk</li> <li>• Pollution from all waste being dumped every day/too many cars/toxins get into water supply/unsightly/attracts vermin – Bali cannot deal with amount of tourists leads to strain on environment</li> <li>• Threat to drinking water supply as so much is being used in hotels – locals may need water for farming/crops/own drinking supply</li> </ul>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
1	<b>1-3</b>	Limited response that is mainly descriptive. The candidate uses everyday language and the response lacks clarity and organisation. Spelling punctuation and the rules of grammar are used with limited accuracy.
2	<b>4-6</b>	Clear analysis with application to Bali. May focus on one type of impact and some aspects may be more generic. The candidate uses some specialist terms and the response shows some focus and organisation. Spelling, punctuation and the rules of grammar are used with some accuracy.
3	<b>7-8</b>	Detailed analysis with sustained application to Bali. At this level may make recommendations. The candidate uses specialist terms consistently and the response shows good focus and organisation. Spelling, punctuation and the rules of grammar are used with considerable accuracy.

Question Number	Answer	Mark
<b>3 (d) (i)</b>	Award one mark for : <ul style="list-style-type: none"> <li>• Legislation/rules/law (1)</li> <li>• Planning (1)</li> </ul> Accept any other appropriate answers.	<b>(1)</b>

Question Number	Answer	Mark
<b>3 (d) (ii)</b>	Award one mark for any of the following: E.g.: <ul style="list-style-type: none"> <li>• Managing traffic (1)</li> <li>• Managing visitors/tourists (1)</li> <li>• Education (1)</li> </ul>	<b>(1)</b>

**Total for Question 3 – 14 marks**

Question Number	Answer	Mark
<b>4 (a)</b>	One mark for correct answer <ul style="list-style-type: none"> <li>• B- Reuse</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>4 (b)</b>	Award one mark for reference to amount of carbon dioxide/greenhouse gases released and one additional mark for source/activity: E.g. <ul style="list-style-type: none"> <li>• How much carbon dioxide is released into the atmosphere (1) when driving a car (1)</li> <li>• The amount of carbon dioxide emitted into the atmosphere (1) by the activities of an individual, company, country (1)</li> <li>• The total greenhouse gas emissions(1) caused directly and indirectly by a person, organisation, event or product (1)</li> </ul> <p>Accept any other appropriate answer.</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>4 (c)</b>	Award one mark for any of the following: <ul style="list-style-type: none"> <li>• Install taps with time sensors (1)</li> <li>• Encourage guests to reuse their towels (1)</li> <li>• Save and use grey water for watering plants/flushing toilets (1)</li> <li>• Install hippo in water closets (1)</li> <li>• Dual flush on toilets (1)</li> <li>• Do not leave taps running (1)</li> <li>• Install rainwater harvesting (1)</li> </ul> <p>Accept any other appropriate answers for organisations in the industry. Do not credit for what customers can do</p>	<b>(3)</b>

Question Number	Answer	Mark
<b>4 (d)</b>	<p>Award one mark for each disadvantage and one additional mark for explanation up to a maximum of two marks each. Must be about organisations.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Organisations may not be able to maintain the standards after receiving the award (1) and this could create a bad image for them (1)</li> <li>• Might be costly to set up/new systems/training/time filling in paperwork and visits (1) any savings on utilities will not be made for a number of years/the initial outlay could be spent better elsewhere (1)</li> <li>• Some schemes may not be well known and customers may not have heard of them (1) so the organisations may not benefit but the scheme will have cost them money (1)</li> </ul> <p>Credit any other appropriate answer</p>	<b>(4)</b>

**Total for Question 4 – 10 marks**  
**TOTAL FOR PAPER = 50 MARKS**