

Edexcel GCSE in **Leisure and Tourism (2LT01)** **Leisure and Tourism** **(Double Award) (2LT02)** **For first teaching from 2009**

Sample Assessment Material



Welcome to the GCSE 2009 Leisure and Tourism Sample Assessment Materials.

These sample assessment materials have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their live assessments. They feature:

- **Accessible papers** using a mixture of questions styles where appropriate – we've worked hard to ensure the papers are easy to follow with an encouraging tone so that the full range of students can show what they know.
- **Clear and concise mark schemes** for each paper, outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students will undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students achieve their best.

Our GCSE 2009 Leisure and Tourism qualification will be supported better than ever before.

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Leisure and Tourism

Unit 1: The Leisure and Tourism Industry

Sample Assessment Material

Time: 1 hour

Paper Reference

5LT01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer all questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 (a) Which of the following is a key component of the **leisure** industry? Choose an answer A, B, C or D and put a cross in the box. (1)
- A** Tourist Information
 - B** Countryside Recreation
 - C** Leisure Centres
 - D** Socialising

(b) A short break is one of the types of holiday taken by customers.

Define the term 'short break' and give an example of a '*short break*' holiday destination.

Definition

(2)

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.....

.....

Example

(1)

.....

(c) State **two** duties of a fitness instructor at a gym.

(2)

1

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2

.....

(d) Leisure Activities includes home-based leisure.

Give **two** examples of '*home-based leisure*' activities.

(2)

1

2

Read the following information on 'All Seasons Leisure Centre' before answering Question 1(e).

All Seasons Leisure Centre

All Seasons Leisure Centre offers a 25m six lane indoor swimming pool. The main pool caters for public swimming throughout the week as well as junior swimming lessons for children above the age of 4 years.

The pool provides specialised swim sessions such as Lane Swimming, Aqua Aerobics, Adults only swimming, Ladies only swimming and Weekend Fun sessions for children with the pool slide and large inflatables.

The main pool caters for weekend birthday parties for children between the age of 8 and 13 years old. Birthday parties include a large pool inflatable, floats and a lifeguard.

All Seasons Leisure Centre also has an indoor learner pool, which is ideal for parents and toddlers. It offers specialised parent and toddler swim sessions and pre-school age swimming lessons. The learner pool also offers weekend birthday parties for children under 8 with floats, balls and food included in a package.

(Source: adapted from the website www.clschorley.co.uk)

* (e) Evaluate, giving both advantages and disadvantages, the range of products/ services offered to customers by All Seasons Leisure Centre.

(6)

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(Total for Question 1 = 14 marks)

2 (a) There are many external factors that influence the way leisure and tourism organisations operate.

Which of the following is an example of an **external influence**? Choose an answer A, B, C or D and put a cross in the box.

(1)

- A Staff turnover
- B Computerised booking system
- C Available marketing budget
- D The cost of oil

(b) It is important that businesses in leisure and tourism use up-to-date systems for keeping customer records.

(i) Describe how a **hotel** could keep customer records using new technology.

(2)

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(ii) Explain **one** advantage to the **hotel** of using new technology to store customer records.

(2)

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The Marketing Mix is an important concept to leisure and tourism organisations.

Read the following information adapted from the Caernarfon Castle website's homepage before answering Questions 2(c) and 2(d).

Places to Visit

Caernarfon Castle - A World Heritage Site in North Wales

King Edward intended this castle to be a royal residence and seat of government for North Wales. In 1969, the castle gained worldwide fame as the setting for the investiture of HRH Prince Charles as Prince of Wales.



Pay-and-display parking nearby, toilets, guidebook available, on-site exhibition, gift shop

Tickets

Adult – £5.10, Concession – £4.70, Family – £15.00

Opening times

01.04.08 – 31.10.08: Monday – Sunday 9.00 – 17.00

01.11.08 – 31.03.09: Monday – Saturday 9.30 – 16.00,
Sunday 11.00 – 16.00

(Source: adapted from www.cadw.wales.gov.uk)

(c) Complete the table below by inserting the correct aspect of the Marketing Mix:

- Product
- Place
- Price
- Promotion.

(4)

Information from homepage	Aspect of Marketing Mix
A castle, built by King Edward, which is a World Heritage Site	
www.cadw.wales.gov.uk	
Family Tickets are available for £15	
Situated in North Wales	

(d) Name the functional department which would have responsibility for inputting the information on the Caernarfon Castle homepage.

(1)

Read the following information taken from the Health and Safety at Work Act 1974, before answering Question 2(e).

Health and safety law

In general, an employer's duties include:

- making your workplace safe and without risks to health
- ensuring plant and machinery are safe and that safe systems of work are set and followed
- ensuring articles and substances are moved, stored and used safely
- providing adequate welfare facilities
- giving you the information, instruction, training and supervision necessary for your health and safety.

(Source: adapted from www.hse.gov.uk)

(e) Identify **four** ways a Leisure Centre could comply with this legislation to ensure the safety of its employees.

(4)

1

2

3

4

.....

(Total for Question 2 = 14 marks)

3 (a) Give **one** reason why people might join a gym.

(1)

.....

.....

(b) Security is an important consideration for customers when making choices about their method of travel.

Give **two** security checks currently in place at airports to ensure the safety of passengers. For **each** check **explain** why it might be effective in improving passenger safety.

(4)

Security Check 1

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Security Check 2

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Read the following extracts, before answering Question 3(c).

P&O Ferries

Our Dover to Calais ferry crossing is a quick and enjoyable way at 90 minutes journey time to reach France. With a choice of departure times, round the clock, you really can come and go at your leisure. With direct motorway access on both sides of the channel, you are free to explore as much of France as you like.

There's no need to be stuck on a train with restricted views or a plane, when you can take a walk on deck to stretch your legs, take in the fresh air and enjoy the fantastic sea views on your crossing. Taking a ferry really is the most relaxing and convenient way to enjoy your journey to France. Whilst onboard, you have a choice of places to eat and drink, you can enjoy a great coffee and a snack in the coffee shop, or a full meal in one of our restaurants.

Why not relax in the comfortable family lounge – or enjoy the video jukebox and lively atmosphere in The Bar. However you like to spend your time, there's something for you to enjoy onboard and if you're travelling with children there's lots for them to do too, including a playroom.

While on your ferry crossing to France, why not use our bureau de change onboard, which offers commission free foreign exchange. And of course don't miss the bargains to be found in our onboard shopping areas, with savings of up to 50% off UK high street prices.

(Source: adapted from www.poferries.com)

bmi

A STAR ALLIANCE MEMBER 

bmi offers cheap flights to France that can be booked online with ease. As a low cost airline, we offer cheap flights to France in addition to many other European and transatlantic destinations. We have cheap flights to France, Europe and America leaving every day. Our main operational base is at London Heathrow.

Cheap flights to France are one of the most popular choices made by bmi customers. Whatever location you choose, you'll find that France is as beautiful and charming as you always dreamed it would be.

Of course, bmi offers cheap flights to France in a number of areas, so if Paris isn't your choice, don't worry. France is steeped in history, so whether you want to relax in the sun, explore the countryside and experience an authentic French village or take a city break, we can help you make it a reality – at a price that's right.

(Source: adapted from www.flybmi.com)

* (c) A couple from London with two small children aged 2 and 4 have rented a holiday cottage in Northern France for a week in the summer. They are undecided whether they should fly to France or drive there in their own car.

Assess the **advantages** of **both** methods of travelling to France for this family. In your answer you should consider:

- Convenience
- Accessibility
- Any other relevant factors which may influence their choice.

(6)

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(Total for Question 3 = 11 marks)

4 (a) Give an example of an Area of Natural Beauty (AONB).

(1)

(b) When tourists visit a destination, they can also have impacts on the local communities.

Describe **one** negative impact of tourism on **local communities**.

(2)

(c) Explain what is meant by **sustainable development**.

(2)

(d) There are many different types of tourist destination in the UK.

(i) Identify **two** features of **Seaside Resorts**, and name **one** example.

Features

(2)

1

.....

2

.....

Example

(1)

.....

(ii) Identify **two** features of **Business Travel Destinations**, and name **one** example.

Features

(2)

1

.....

2

.....

Example

(1)

.....

(Total for Question 4 = 11 marks)

.....

TOTAL FOR PAPER = 50 MARKS

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Sample Mark Scheme

Unit 1: The Leisure and Tourism Industry

Question Number	Answer	Mark
1(a)	B	1

Question Number	Answer	Mark
1(b)	Up to two marks available for a definition. Definitions should reflect <ul style="list-style-type: none"> • short duration (1 - 4 nights) (1) • purpose, eg theatre trip, shopping trip, visiting friends, romance, walking, sporting (1) 	2
	One mark for an example. Examples can be in the UK or overseas. <ul style="list-style-type: none"> • A 2 night break to London (1) • A Valentines weekend to Paris (1) 	1

Question Number	Answer	Mark
1(c)	One mark each for any two of the following examples: <ul style="list-style-type: none"> • Monitoring the safety of customers (1) • Teaching them how to use the equipment in the gym, for example the treadmills (1) • Designing a fitness programme (1) • Leading classes such as step or aerobics (1) <p>Or any other reasonable duty linked with the role of a fitness instructor</p> <p style="text-align: right;">(2x1)</p>	2

Question Number	Answer	Mark
1(d)	One mark each for any two of the following examples: <ul style="list-style-type: none"> • Reading (1) • Playing computer games (1) • Watching TV (1) • Watching videos/DVD (1) • Listening to music (1) • Art/Crafts/Model making (1) <p>Or any other reasonable answer</p> <p style="text-align: right;">(2x1)</p>	2

Question Number	Indicative content	
1(e) QWC (i)(ii)(iii)	<p>Maximum Level 2 if only advantages or disadvantages are considered.</p> <p>Answers are likely to include some of the following:</p> <ul style="list-style-type: none"> • 25 m six-lane pool • learner pool • children's swimming lessons • aqua aerobics • adults only swimming sessions • ladies only swimming sessions • weekend fun sessions for children • birthday parties • the range of products and services provided by the pool is very good • they have two pools so that both swimmers and non-swimmers can have fun • they also have slides and inflatables which is what children and teenagers like • it is good that there are swimming lessons for children up to 13 but they do not have lessons for adults • there are no lessons for those older than 13 which is bad because many of these may also want to learn to swim • their parties sound good, but they only do them at weekends so if anyone has a birthday on a weekday and wants a party after school then they can't have one. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-2	Limited evaluation. More likely to describe/list products and services from the case study. May focus on only one or limited number of products and services. Information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately.
Level 2	3-4	Some evidence of evaluation, but not fully developed. Will focus on different types of products and services. Answer may consider only the advantages or only the disadvantages. Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately.

Level 3	5-6	Clear evaluation that is structured and offers some overall judgements. A range of products and services has been evaluated considering both advantages and disadvantages. Opinions given will be substantiated. Evidence of reasoning. 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.
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Question Number	Answer	Mark
2(a)	D	1

Question Number	Answer	Mark
2(b)(i)	Two marks for a description. Description should reflect: <ul style="list-style-type: none"> • A hotel could keep its records on a database (1) using a computer programme such as Microsoft Access (1) • The hotel could have a computer at the reception desk. (1) The receptionist can enter in customer details when they arrive to check-in onto a database (1) 	2

Question Number	Answer	Mark
2(b)(ii)	One mark for naming advantage. Further mark for explaining why it is an advantage. For example: <ul style="list-style-type: none"> • The use of computerised records enables them to be kept securely (1) as the database can be password protected to enable only authorised staff to access customer details (1) • Keeping customer records on a database will enable the hotel to produce a mailing list (1), so that they can send information to past customers easily and cheaply (1) 	2

Question Number	Answer	Mark																		
2(c)	<table border="1"> <thead> <tr> <th>Information from homepage</th> <th>Aspect of Marketing Mix</th> <th></th> </tr> </thead> <tbody> <tr> <td>A castle, built by King Edward, which is a World Heritage Site</td> <td>Product</td> <td>(1)</td> </tr> <tr> <td>www.cadw.wales.gov.uk</td> <td>Promotion</td> <td>(1)</td> </tr> <tr> <td>Family Tickets are available for £15</td> <td>Price</td> <td>(1)</td> </tr> <tr> <td>Situated in North Wales</td> <td>Place</td> <td>(1)</td> </tr> <tr> <td colspan="2"></td> <td>(4 x 1)</td> </tr> </tbody> </table>	Information from homepage	Aspect of Marketing Mix		A castle, built by King Edward, which is a World Heritage Site	Product	(1)	www.cadw.wales.gov.uk	Promotion	(1)	Family Tickets are available for £15	Price	(1)	Situated in North Wales	Place	(1)			(4 x 1)	4
Information from homepage	Aspect of Marketing Mix																			
A castle, built by King Edward, which is a World Heritage Site	Product	(1)																		
www.cadw.wales.gov.uk	Promotion	(1)																		
Family Tickets are available for £15	Price	(1)																		
Situated in North Wales	Place	(1)																		
		(4 x 1)																		

Question Number	Answer	Mark
2(d)	Sales and Marketing or Information Technology	1

Question Number	Answer	Mark
2(e)	<p>One mark for each valid point made.</p> <ul style="list-style-type: none"> • They must make sure that all staff are trained to use the machinery and equipment (1) • Provide toilets, washing facilities and eating facilities for the employees (1) • Put up notices in all necessary places such as staffrooms to remind people about the laws (1) • All substances such as chemicals for the pool, must be kept locked up, and only trained people can use them (1) • Hold regular fire practices (1) • Make sure that all equipment like exercise bikes are regularly serviced and maintained (1) • Carry out regular risk assessments for all areas of the leisure centre, inside facilities and outdoor pitches etc (1) 	4

Question Number	Answer	Mark
3(a)	<p>One mark for a valid reason.</p> <p>For example:</p> <ul style="list-style-type: none"> • health (1) • fitness (1) • challenge (1) 	1

Question Number	Answer	Mark
3(b)	<p>One mark for each security check. Further mark for explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> • People are not allowed to take any sharp objects such as penknives, corkscrews onto planes in their hand luggage (1). In case they are used to launch an attack on board the aircraft (1) • No liquids/creams/gels over 100 mls in hand luggage and must be put separately in a plastic bag (1). To prevent explosive material being disguised (1) • All bags are checked by an x-ray machine before boarding planes (1) to make sure that people are not concealing any dangerous items (1) • Passports are examined by check-in staff and again by immigration (1) to ensure that passenger who checks in is the same as the person who travels (1) • Some countries are introducing fingerprinting and iris scanning (1) to guard against passport fraud (1) <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Indicative content	
3(c) QWC (i)(ii)(iii)	<p>Answers are likely to include some of the following:</p> <p>Advantages of flying:</p> <ul style="list-style-type: none"> • A choice of airports in the London area • Quicker travel by flight • Will not have the drive to Dover • Children will not be confined/inactive for a long period of time • Reduced driving time preferable for the driver(s) <p>Advantages of driving and ferry:</p> <ul style="list-style-type: none"> • Not restricted in luggage including toy provision for children • Good motorway link makes ferry accessible • Children will have some space on ferry to play - not strapped into car/plane seats • Will have their own means of private transport when they get to France 	
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-2	Limited assessment. May consider the advantages of only one method. May simply repeat information from the sources. Assessment will not relate specifically to the family and the factors influencing their choice. Information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately.
Level 2	3-4	Some evidence of assessment. Will consider the advantages of both methods of transport and the implications for the family and their needs. Response may have limited detail for one particular method of transport, and may not refer to convenience and accessibility. Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately.
Level 3	5-6	Clear assessment, which is related to the factors of convenience and accessibility. Some judgements are made that are appropriate to the choice the family will have to make. Advantages of both travel methods are addressed and well explored. 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.

Question Number	Answer	Mark
4(a)	<p>One mark for example of an AONB. For example:</p> <ul style="list-style-type: none"> • Chilterns (1) • Isle of Wight (1) • North Pennines (1) • Shropshire Hills (1) • Sperrin (1) <p>Accept any valid AONB in England, Wales and Northern Ireland.</p>	1

Question Number	Answer	Mark
4(b)	<p>One mark for identification of the impact. Further mark for description.</p> <p>Negative Impacts - Local Communities:</p> <ul style="list-style-type: none"> • Shops may sell souvenirs (1) instead of food and supplies for local people (1) • Parking for locals may be a problem (1) if there are many visitors to an area (1) • Noise from tourists or leisure activities such as quad biking (1) may annoy residents (1) • Increase in crime, muggings etc (1) especially in less developed destinations (1) • Traditional jobs and industry such as farming and fishing may be lost, (1) as people go to work in hotels instead (1) 	2

Question Number	Answer	Mark
4(c)	<p>Expect reference to:</p> <ul style="list-style-type: none"> • protecting for the future • long-term benefits • limited in scale • not exploiting local resources <p>Award up to two marks for a full explanation. For example:</p> <ul style="list-style-type: none"> • Reduces negative impacts (1) • Has more benefits than negative impacts (1) • Tourism development that seeks to conserve the environment and culture (1) whilst creating benefits for local people (1) 	2

Question Number	Answer	Mark
4(d)(i)	Seaside Resorts One mark each for any two of the following features: <ul style="list-style-type: none"> • Situated on the coast of the UK (1) • Has a beach (1) • Lots of hotels, and other accommodation (1) • Attractions such as amusements (1) • Lots of places to eat and drink, eg fast food, fish and chips (1) <p style="text-align: right;">(2x1)</p>	2
	One mark for a correct example, eg: <ul style="list-style-type: none"> • Oban, Portrush, Llandudno, Blackpool, Whitby, Great Yarmouth, Newquay, Eastbourne Accept any other suitable example <p style="text-align: right;">(1x1)</p>	1

Question Number	Answer	Mark
4(d)(ii)	Business Travel Destinations One mark each for any two of the following features: <ul style="list-style-type: none"> • Usually large towns and cities (1) • Have good transport links, eg motorways (1) • Have a range of 4 and 5 star hotels (1) • Conference centres (1) • Good infrastructure, eg tube, taxis (1) • Airport/s nearby (1) <p style="text-align: right;">(2x1)</p>	2
	One mark for a correct example, eg: <ul style="list-style-type: none"> • Edinburgh, Belfast, Cardiff, Manchester, Leeds, Birmingham, London, Brighton Accept any other suitable example <p style="text-align: right;">(1x1)</p>	1

Edexcel GCSE

Leisure and Tourism

Unit 2: Sales, Promotion and Operations in Leisure and Tourism

Sample Controlled Assessment Material

Paper Reference

5LT02/01

You do not need any other materials.

Turn over ►

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Guidance

This unit is internally assessed under controlled conditions. Teachers will be responsible for supervising the students' research and will also be responsible for supervising the writing up of the task, and the marking of the work.

It is suggested that the time allowed for planning and research is approximately **30 hours**. Visits may be undertaken in addition to this if appropriate/necessary. Appropriate time should be apportioned to the different areas depending on the extent of investigation and information gathering required. The research/data collection can be done under limited control. The results of the research and investigation carried out by students should be collected in research folders.

Students will be allowed to use their research folders in the writing up of their answers to the task. It will be the responsibility of the teacher to keep the research folders securely between research sessions, and before the writing up sessions. The folders will be given to the students at the beginning of the writing up sessions, which should be approximately **15 hours** in total. This can be in separate sessions spread throughout the year.

The centre will help guide students to finding appropriate examples to research and on which to base their investigation. This allows the centre to contextualise the task set. Teachers may give guidance on visits and appropriate research methodology in order to develop knowledge and understanding and skills and provide focus for the research activity.

The final writing up of the task will be done under a high level of control. Students will have designated sessions in which to complete the writing up which will be subject to informal supervision. Students will submit their research folder with the writing up of the task when this is assessed.

Controlled assessment task

Choose **two** organisations from different components of the leisure and tourism industry. One organisation will be used to complete Activity 1.

A different organisation must be used to complete Activity 2.

For Activity 3, you may use either organisation previously chosen **or** another organisation of your choice.

Key components

<ul style="list-style-type: none">• sport and physical recreation	<ul style="list-style-type: none">• arts and entertainment	<ul style="list-style-type: none">• countryside recreation
<ul style="list-style-type: none">• home-based leisure	<ul style="list-style-type: none">• play and activity based leisure	<ul style="list-style-type: none">• visitor attractions
<ul style="list-style-type: none">• transportation	<ul style="list-style-type: none">• travel agents	<ul style="list-style-type: none">• tour operators
<ul style="list-style-type: none">• tourist information	<ul style="list-style-type: none">• online travel services	<ul style="list-style-type: none">• accommodation and catering

To be able to address this task, you need to research and gather appropriate information, from a range of sources, for your chosen organisations.

Activity 1 (12 marks)

Investigate the sales and marketing mix of one of your chosen organisations.

Activity 2 (18 marks)

Evaluate the effectiveness of promotional techniques and materials used by your second chosen organisation and suggest improvements.

Activity 3 (18 marks)

Design and produce a piece of promotional material for a target market of your choice and evaluate the finished product.

Activity 4 (12 marks)

Investigate new technology available in one organisation and evaluate its impact.

Exemplification of activities

Activity 1

Investigate the sales and marketing mix of one of your chosen organisations.

For this you should consider the following:

- selling situations
- departments that support sales
- the aims and objectives of the organisation
- features of the products/services the organisation sells
- prices the organisation charges
- place/s the organisation can be found.

Activity 2

Evaluate the effectiveness of promotional techniques and materials used by a different chosen organisation and suggest improvements.

For this you should consider the following:

- design
- placement
- size and scale of promotion
- target markets
- suitability for target market.

For the organisation you have researched:

- suggest realistic improvements that you would make to their promotional techniques and materials
- justify your suggestions.

Activity 3

Design and produce a piece of promotional material for a target market of your choice and evaluate the finished product.

For this you should consider the following:

- target market
- plan and design your promotional material
- produce the promotional material you have designed
- evaluate the promotional material.

In your evaluation you should consider:

- possible improvements to the design
- how effectively the information is presented
- suitability/effectiveness for the target market.

Activity 4

Investigate new technology available in one organisation and evaluate its impact.

For this you should consider the following:

- the new technology used
- impact this new technology has had on the operations of this organisation.

Assessment criteria

For these tasks teachers must mark students' work using the assessment criteria specified below. Teachers should check carefully that students' work is their own and that it is not copied from source material, without any attempt by students to put the material in their own words, or from each other.

The grids on *pages 28-31* should be used to mark the controlled assessment tasks released by Edexcel. Although the tasks will be reviewed every two years these grids will remain applicable to any subsequent controlled assessment task.

Assessment criteria – Activity 1 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 2 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6
c) Evaluate and suggest improvements	No improvements suggested.	0
	Some attempt at basic evaluation. Limited suggestions for improvement.	1-2
	Clear evaluation. Realistic suggestions for improvement.	3-4
	Comprehensive evaluation. Detailed, realistic and appropriate suggestions for improvement.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 3 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and design	No plan or design submitted.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales for the task. Simple design which identifies some understanding of the target market.	1-2
	A plan with some breakdown of activities and timescales for the task. Clearly presented design showing understanding of the target market.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Detailed, well-presented design showing full understanding of the target market.	5-6
b) Produce material	No outcome submitted.	0
	Basic product with minimal content. Needs support and guidance to carry out the task.	1-2
	A good product which meets most of the plan and design content. Some guidance needed.	3-4
	A professional product clearly meeting the plan and design content. High level of independent work shown.	5-6
c) Evaluate and suggest improvements	No improvements suggested.	0
	Some attempt at basic evaluation. Limited suggestions for improvement.	1-2
	Clear evaluation. Realistic suggestions for improvement.	3-4
	Comprehensive evaluation. Detailed, realistic and appropriate suggestions for improvement.	5-6

Assessment criteria – Activity 4 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Evaluate	No attempt at evaluation.	0
	Basic evaluation with limited supporting evidence.	1-2
	Clear evaluation with good supporting evidence.	3-4
	Thorough evaluation with detailed and appropriate supporting evidence.	5-6

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Leisure and Tourism

Unit 3: The Leisure and Tourism Environment

Sample Assessment Material

Time: 1 hour

Paper Reference

5LT03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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3/3



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Answer all questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Advances in technology have led to changes within the travel and tourism industry. These include new products/services.

(a) A recent technological development that has influenced outdoor activities is GPS. A GPS navigation device is hand held and used in walking and boating.

What does **GPS** stand for? Choose an answer A, B, C or D and put a cross in the box.

(1)

- A** Global Positioning System
- B** General Print Server
- C** Globe Position Satellite
- D** Geocache Positioning System

(b) Name **one** factor, other than technological developments, that has influenced the leisure and tourism industry.

(1)

(c) One technological development introduced by airlines is '*electronic ticketing*'.

(i) Describe what airlines mean by **electronic ticketing**.

(2)

(ii) Explain **one** advantage to the **consumer** of using electronic ticketing.

(2)

(iii) Explain **one** advantage to the **airline** of electronic ticketing.

(2)

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*(d) Explain how advances in technology have changed **home-based leisure** over the last twenty years.

In your answer you **could** include reference to:

- Home computers
- Home cinema systems
- Socialising online
- Online auctions
- Any other relevant point.

(6)

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(Total for Question 1 = 14 marks)

2 Seaside resorts are one type of popular tourist destination in the UK.

(a) In which **county** is Great Yarmouth located? Choose an answer A, B, C or D and put a cross in the box.

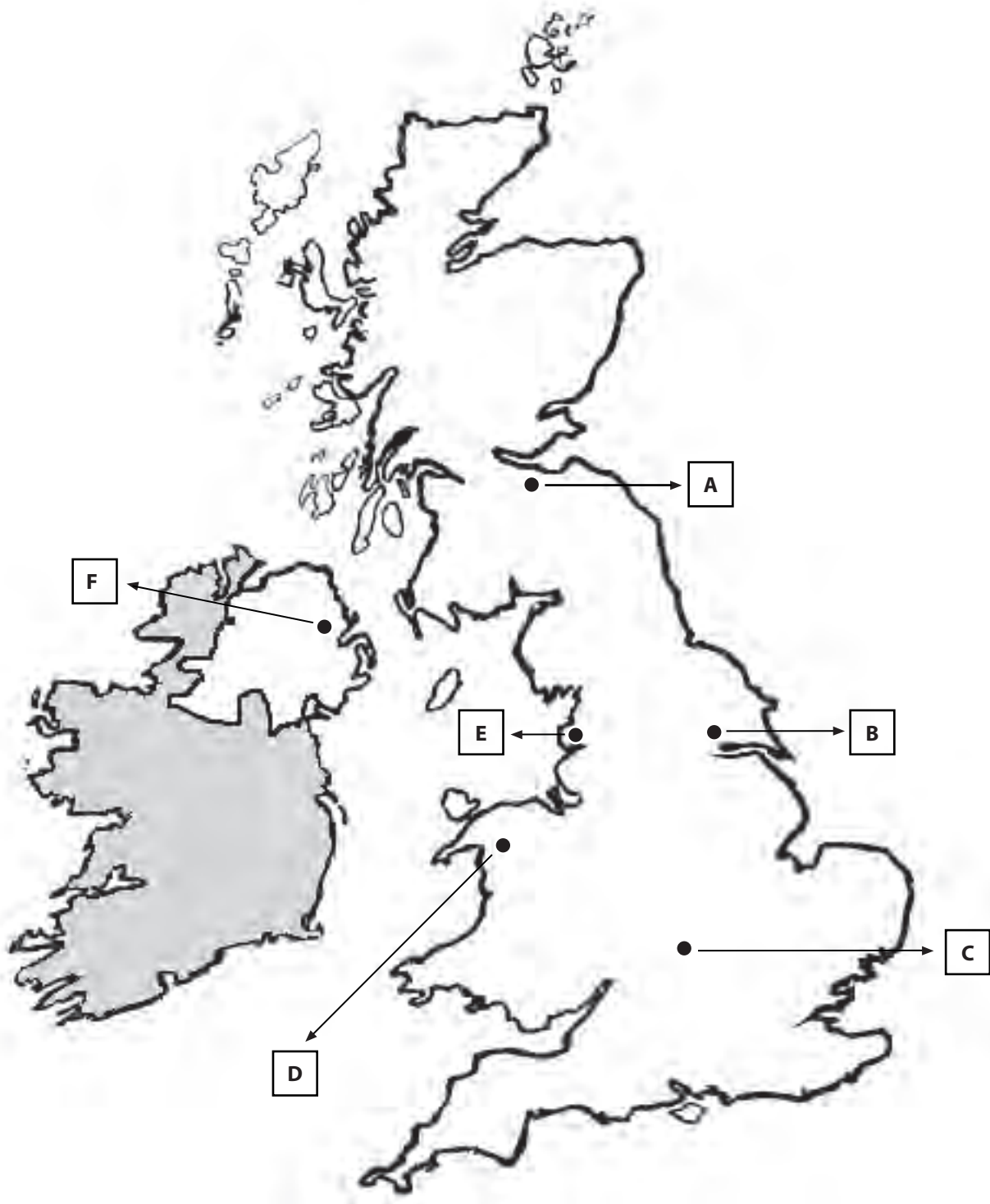
(1)

- A** Lincolnshire
- B** Suffolk
- C** Norfolk
- D** Essex

(b) Complete the table below by naming each of the tourist destinations labelled (A-F) on the UK map.

(6)

Label	Destination
A	
B	
C	
D	
E	
F	



(Source: adapted from <http://www.georesources.co.uk/ukmap.htm>
Copyright ©2001 David Rayner Beagle Graphics (GeoResources) All rights reserved)

(c) 'Built attractions' and 'transport services and links' are features of tourist destinations.

Explain why each of the following features are important in giving appeal to the theme park, Alton Towers Resort.

Built attractions

(2)

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Transport services and links

(2)

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(Total for Question 2 = 11 marks)

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3 When tourists visit a destination, they can have impacts on the environment as well as having impacts on the local communities.

(a) Give one **negative** impact on the **local environment** of tourism.

(1)

Grassington is an attractive village in the Yorkshire Dales National Park. One of the highlights of the year is the annual Dickensian Festival which is held over three weekends in December.

Read the following information before answering Question 3(b).

Dickensian delights at festival

THOUSANDS of people will flock to Grassington on Saturday for one of the Yorkshire Dales' premier events.

Visitors are encouraged to join the local shopkeepers in traditional period costumes for the 25th Dickensian festival as the village is transported back to the time of Charles Dickens, a famous Victorian author.

The streets will be filled with musicians, singers, choirs, carol singers, entertainers, and many other Dickensian delights and the village square will be packed with stalls manned by local organisations and charities.

The event organiser, said: 'Grassington is the place for Christmas magic and visitors come back again when the weather is warmer and the streets are less crowded.'

Last year around 20,000 visitors flocked to the festival from all over the UK and £35,000 was raised for local good causes.

Visitors are encouraged to use the many bus services running to Grassington or to use the park and ride scheme, which will be operating from the quarry at Threshfield. There will be no parking facilities in the village during the festival, except for disabled drivers.

(Source: adapted from www.cravenherald.co.uk)

(b) (i) Suggest **one** advantage of holding the Dickensian Festival in the **month of December**.

You should consider **either** an advantage:

- to **local businesses** in the village
- **or**
- for **tourism** in the Yorkshire Dales National Park

(2)

*(ii) Analyse the possible impacts of the Dickensian Festival. You should include both positive **and** negative impacts.

In your answer you could make reference to the **local community** and/or the **environment**.

(8)

Area for writing the answer, consisting of horizontal dotted lines.

(Total for Question 3 = 11 marks)

4 The issue of sustainability is important to organisations involved in the support, development and future of the leisure and tourism industry.

(a) Name the government body responsible for the leisure and tourism industry in the UK.

(1)

Read the following extract before answering Question 4(b).

The Green Tourism Business Scheme (GTBS)

The GTBS is the leading sustainable tourism scheme in the UK, with over 1400 members. Businesses who join are assessed against a set of criteria, covering a range of areas, such as energy and waste.

The aim of the GTBS criteria is to offer guidelines to tourism businesses on how to make their operations sustainable while still delivering a high quality service.

(Source: adapted from www.green-business.co.uk)

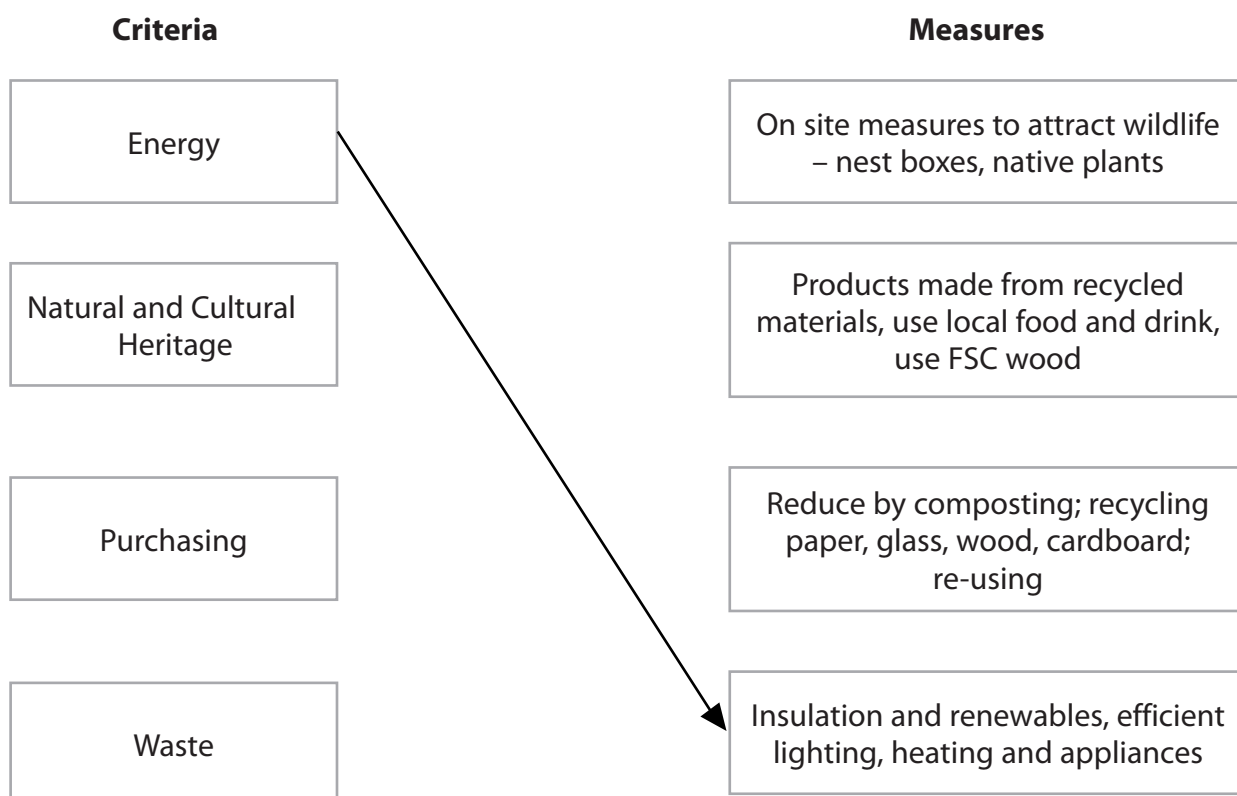
The diagram below shows criteria used in the GTBS on the left hand side, and measures for sustainability on the right hand side.

(b) (i) Complete the diagram by drawing arrows to match each of the criteria given in the left hand column to the appropriate measure.

An example has been given.

(3)

GTBS AWARD SCHEME – CRITERIA AND MEASURES FOR SUSTAINABILITY



(ii) Energy is one measure for sustainability given in the GTBS scheme.

Explain **two** ways in which a leisure and tourism organisation could meet the GTBS criteria for energy.

(4)

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Turn over for Question 4(c)

Read the following information before answering Question 4(c).

The Green Tourism Business Scheme – awards

Businesses that meet the required standard, receive a Bronze, Silver, or Gold award based on their level of achievement.



(Source: adapted from www.green-business.co.uk)

(c) Evaluate the value to a leisure and tourism organisation of gaining an award under the Green Tourism Business Award Scheme.

In your answer you should consider **both** advantages and disadvantages.

(6)

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(Total for Question 4 = 14 marks)

TOTAL FOR PAPER = 50 MARKS

Sample Mark Scheme

Unit 3: The Leisure and Tourism Environment

Question Number	Answer	Mark
1(a)	A	1

Question Number	Answer	Mark
1(b)	<p>One mark for any correct factor.</p> <ul style="list-style-type: none">• consumer trends (1)• changing tastes (1)• changing lifestyles (1)• changes to holiday patterns (1)• unforeseen events (1)• acts of terrorism (1)	1

Question Number	Answer	Mark
1(c)(i)	<p>Up to 2 marks available for description. Must be about airlines/flight tickets/reservations. Marks can be for separate points or extended responses. 1 mark for each point up to 2 maximum 2 marks for one point with application and detail For full marks must be applied to airlines Eg:</p> <ul style="list-style-type: none">• You are not sent a paper ticket before you fly (1)• Proof of ID and payment card is presented at check-in (1)• A computerised system used by airlines (1) where no physical ticket is generated (1)• The flight booking is held on the computer (1) but you don't get a ticket (1)• Travellers can book their flight online and print off their confirmation details (1). The airline will not send a paper ticket (1) and all that is needed at the airport check-in desk is proof of ID and payment (1)	2

Question Number	Answer	Mark
1(c)(ii)	<p>Up to 2 marks for appropriate advantage. Must be about the consumer and advantage of electronic tickets compared to a paper ticket. Marks can be for separate points or extended responses. 1 mark for each clear point up to 2 maximum 2 marks for one point with detail and applied Eg:</p> <ul style="list-style-type: none"> • Gives customer peace of mind (1) • Less Stress (1) • More secure (1) • Can't get lost in post (1) or Can't get stolen (1) (1 MAX for repeat) • Don't have to worry about remembering to take to the airport (1) • The advantage of an electronic ticket compared to a paper ticket is that it is more secure (1). A paper ticket could get lost in the post, this can't happen with an electronic ticket (1) 	2

Question Number	Answer	Mark
1(c)(iii)	<p>Up to 2 marks for appropriate advantage. Must be about the airlines and advantage of electronic tickets compared to a papers ticket. Marks can be for separate points or extended responses. 1 mark for each clear point up to 2 maximum 2 marks for one point with detail and applied Eg:</p> <ul style="list-style-type: none"> • Reduced costs (1) • More efficient (1) • Enables last minute bookings (1) • Enables changes to be made quickly (1) • Improved security (1) • Costs are reduced with electronic tickets (1). The costs involved in generating a paper ticket include printing, postage and packing. These costs are avoided by electronic tickets (1) 	2

Question Number	Indicative content
<p>1(d)</p> <p>QWC (i)(ii)(iii)</p>	<p>For lists/description maximum Level 2. Answers are likely to include some of the following:</p> <p>Home computers Growth in home computers ownership linked to:</p> <ul style="list-style-type: none"> • development of new software – easier to use and understand, eg Microsoft/Windows • new technologies mean you can do more on your home computer than in the past – games technology better graphics and visuals/sound • new communication technology – emails • more security features firewalls allowing internet banking • new technology and more sophisticated computers allow for downloading music/films • TV shows now available, eg BBC online • Secure payments allow for internet shopping sites – shop from home • More activities can be done at home via computer because of new technologies <p>Home cinema systems Growth in home cinemas linked to:</p> <ul style="list-style-type: none"> • Improved video technology – DVDs better sound and picture/audio visual quality and have ‘Director’s extras’ that show behind the scenes • Improved surround sound systems – smaller speakers suit smaller houses 7:1 • Development of home cinema projectors linked to sophisticated sound and lighting allow for ‘media rooms’ at home <p>Socialising online People staying at home to socialise linked to:</p> <ul style="list-style-type: none"> • Creation of Myspace, blogs online diaries, chat rooms, social networking sites • New gaming technologies such as ‘sim-city’/artificial cities which allow players to assume an identity and ‘live’ in online world and socialise – offers escape from daily routines <p>Online auctions In the past if people had secondhand goods to sell they would put an ad in the papers or go to a car boot sale. All this changed due to new technology and people can do it at home:</p> <ul style="list-style-type: none"> • Development of more secure payment systems online and tracking means that eBay and other auction sites have become popular over the last five years. • Better digital/photographic software allows for photos of items for sale to be uploaded more easily onto the auction site

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-2	Limited explanation. Likely to describe/list products with limited appreciation of advances or changes. May focus on only one or limited number of advances in technology. May not link to what people do at home. Information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately.
Level 2	3-4	Evidence of some explanation and/or focus on advances in technology and products and links to home based leisure activities. Reference to products in relation to advances in technology and changes is apparent but not fully developed. Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately.
Level 3	5-6	Clear explanation that is well balanced and detailed. Refers to a range of advances in technology and changes. Opinions given will be substantiated with examples. 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.

Question Number	Answer	Mark
2(a)	C	1

Question Number	Answer	Mark														
2(b)	<p>One mark for each destination correctly labelled. (6x1)</p> <table border="1"> <thead> <tr> <th>Label</th> <th>Destination</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Edinburgh</td> </tr> <tr> <td>B</td> <td>York</td> </tr> <tr> <td>C</td> <td>Stratford-Upon-Avon</td> </tr> <tr> <td>D</td> <td>Snowdonia</td> </tr> <tr> <td>E</td> <td>Blackpool</td> </tr> <tr> <td>F</td> <td>Galgorm Resort</td> </tr> </tbody> </table>	Label	Destination	A	Edinburgh	B	York	C	Stratford-Upon-Avon	D	Snowdonia	E	Blackpool	F	Galgorm Resort	6
Label	Destination															
A	Edinburgh															
B	York															
C	Stratford-Upon-Avon															
D	Snowdonia															
E	Blackpool															
F	Galgorm Resort															

Question Number	Answer	Mark
2(c)	<p>Up to 2 marks for each feature. For example:</p> <p>Built attractions:</p> <ul style="list-style-type: none">• Everything needed to enjoy a day out is in one place (1)• The resort has lots of built facilities such as lots of rides, shops, cafes, snack bars, restaurants, a monorail and gardens to explore (1)• As well as the rides, there are cafes, restaurants and toilets (1). These appeal to visitors because people go to ATR for day trips and want everything in one place, they don't want to have to leave to go and find somewhere to eat (1)• ATR is a purpose built resort and its main appeal is with families. There are baby changing facilities, kids menus and a range of facilities (1). This means that it has been designed to cater for the needs of families (1) <p>Transport services and links:</p> <ul style="list-style-type: none">• The transport links are good, it is easy to get there by car (1)• People go for day trips and need good transport links to get there quickly (1)• The resort offers free car parking which appeals to visitors travelling by car (1). The appeal is that they won't have to pay anything extra to park and that the car park is within easy walking distance of the resort (1)• The resort is close to a number of large towns and cities such as Birmingham (1) and there are good transport links between them because the motorway network M6 is close by (1)	2

Question Number	Answer	Mark
3(a)	<p>1 mark for any one of the following:</p> <ul style="list-style-type: none">• loss of habitats (1)• loss of wildlife/threatened species (1)• pollution – noise/air/visual/water (1)• overcrowding (1)• traffic congestion (1)	1

Question Number	Answer	Mark
3(b)(i)	<p>1 mark for each of two clear points to a maximum of 2 marks.</p> <p>2 marks for one point with detail. Must be about month of December.</p> <p>Responses may vary but may include:</p> <p>Eg:</p> <ul style="list-style-type: none"> • Extends the tourist season (1) • Increased hotel bookings in off peak/quiet period (1) • Brings money into the village at a time when people would not normally visit (1) • Encourages businesses to stay open all year (1) and reduces problems of seasonality (1) • People may come back for a longer holiday in the summer (1) and this will bring in more money then (1) <p>Do not accept answers such as: Gives people something to do in winter months.</p>	2

Question Number	Indicative content	
3(b)(ii) QWC (i)(ii)(iii)	<p>Answers are likely to include some of the following:</p> <p>Positive Impacts – Local Community:</p> <ul style="list-style-type: none"> • Creates year-round jobs, opportunities for extra hours/work or temporary jobs for locals. • Creates a community spirit. • Festival is an opportunity to promote Dales village life. • Benefits to accommodation providers hotels/B&Bs extended stays as visitors stay for the festival weekend – increase income and opportunities for repeat business. • Benefits of overnight stays to the village restaurants and pubs as the visitors would need to go out at night to eat and drink – increased income. <p>Positive Impacts – Environment:</p> <ul style="list-style-type: none"> • Improvements to village environment to attract visitors so expect that litter pickers employed, buildings washed and painted, improvements with festive lights and Christmas trees and colourful window displays (may link to positive impacts on community that locals can enjoy throughout the whole month of December). <p>Negative Impacts – Environment:</p> <ul style="list-style-type: none"> • Overcrowding – more visitors than local facilities can cope with • Congestion – country roads leading in become jammed – Increased volume of coaches and buses increased air and noise pollution • Pollution – outdoor stalls with people eating food – may litter <p>Negative Impacts – Local Community:</p> <ul style="list-style-type: none"> • Local people may find it difficult to go about their usual business – shopping, issues with parking for locals in the village. • Issue of noise from all the stalls and singing may disturb the locals. • May result in hostility from the locals who resent the inconvenience. 	
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	Limited analysis. Likely to describe possible impacts. May consider impacts that are not appropriate in this scenario. Generalised comments not clearly linked to the scenario 'could be anywhere' variety. Information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately.

Level 2	4-6	Some analysis that focuses on impacts on the village. Will touch upon the consequences rather than exploring them in depth/detail. May be more heavily focused on negative impacts. There is some detail and attempts to link to the scenario but little in terms of specific application. May be little consideration of the scale and nature of the Festival and/or the village environment. Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately.
Level 3	7-8	Clear and structured analysis that includes both positive and negative impacts in detail, with a clear focus on the consequences of the impacts of the Festival on the village destination. Where considers impacts on community, suggests appropriate local businesses; for the environment considers specific impacts relevant to the destination. Applied to destination throughout; nature and scale of festival in relation to the village considered. 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.

Question Number	Answer	Mark
4(a)	Accept DCMS or Department of Culture, Media and Sport	1

Question Number	Answer	Mark										
4(b)(i)	<p>One mark for each correctly matched criteria and statement.</p> <table border="1"> <thead> <tr> <th colspan="2">GTBS AWARD SCHEME – CRITERIA AND MEASURES FOR SUSTAINABILITY</th> </tr> </thead> <tbody> <tr> <td>Energy</td> <td>Insulation and renewables, efficient lighting, heating and appliances</td> </tr> <tr> <td>Natural and Cultural Heritage</td> <td>On site measures to attract wildlife – nest boxes, native plants (1)</td> </tr> <tr> <td>Purchasing</td> <td>Products made from recycled materials, use local food and drink, use FSC wood (1)</td> </tr> <tr> <td>Waste</td> <td>Reduce by composting; recycling paper, glass, wood, cardboard; re-using (1)</td> </tr> </tbody> </table> <p style="text-align: right;">(3 x 1)</p>	GTBS AWARD SCHEME – CRITERIA AND MEASURES FOR SUSTAINABILITY		Energy	Insulation and renewables, efficient lighting, heating and appliances	Natural and Cultural Heritage	On site measures to attract wildlife – nest boxes, native plants (1)	Purchasing	Products made from recycled materials, use local food and drink, use FSC wood (1)	Waste	Reduce by composting; recycling paper, glass, wood, cardboard; re-using (1)	3
GTBS AWARD SCHEME – CRITERIA AND MEASURES FOR SUSTAINABILITY												
Energy	Insulation and renewables, efficient lighting, heating and appliances											
Natural and Cultural Heritage	On site measures to attract wildlife – nest boxes, native plants (1)											
Purchasing	Products made from recycled materials, use local food and drink, use FSC wood (1)											
Waste	Reduce by composting; recycling paper, glass, wood, cardboard; re-using (1)											

Question Number	Answer	Mark
4(b)(ii)	<p>One mark for each appropriate suggestion. Further mark for explanation.</p> <ul style="list-style-type: none"> • install loft insulation (1) – will prevent heat loss and this will cut down on fuel consumption for heating (1) • switch to energy saving light bulbs (1) – use less electricity and last longer (1) • install a wind turbine (1) – uses renewable energy (the wind) rather than fossil fuels (1) • turn down thermostats on central heating systems (1) – will reduce the amount of energy used (1) <p style="text-align: right;">(2 x 2)</p>	4

Question Number	Indicative content
4 (c) QWC (i)(ii)(iii)	<p>Evaluation is likely to include some of the following:</p> <p>Advantages:</p> <ul style="list-style-type: none"> • Good publicity. • Improved image. • Certificate with recognised standards. • Links to meeting customer expectations, and need for companies to be seen to be 'doing their bit' to help environment. • Organisations can promote the award to persuade potential customers to choose them, good marketing tool, may influence customer choice and increase their competitiveness if seen as 'leading the way'. • A recognised certificate – organisations checked to make sure that GBTS standards are met. Awards and certificates reassure customers – seen as 'official'. • Show that organisations are committed to being environmentally responsible – Meets with current trends. <p>Disadvantages:</p> <ul style="list-style-type: none"> • Increased costs relating to installing the new technologies tend to be expensive, long term 'payback' • Staff training needed – adding to increased costs. • Might need to employ more staff – time involved in recycling etc. • It is a long term investment – solar panels take 15 years to 'pay for themselves'. • No guarantee that being a member would generate more business/revenue/sales just by being in the scheme. • Some renewable energy sources can be unreliable.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-2	Limited evaluation. More likely to describe/list advantages and disadvantages. May focus on the general advantages/disadvantages, or advantages/disadvantages to customers rather than the organisations. Information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately.
Level 2	3-4	Good evidence of evaluation/focus on advantages and disadvantages. Reference to organisations is apparent but not fully developed. Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately.
Level 3	5-6	Clear evaluation that is structured and offers some overall judgements. Relates to organisations. Opinions given will be substantiated. Evidence of reasoning. Considers both disadvantages and advantages. Conclusions justified. 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.

Edexcel GCSE

Leisure and Tourism

Unit 4: Customers and Employment in Leisure and Tourism

Sample Controlled Assessment Material

Paper Reference

5LT04/01

You do not need any other materials.

Turn over ►

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Guidance

This unit is internally assessed under controlled conditions. Teachers will be responsible for supervising the students' research and will also be responsible for supervising the writing up of the task, and the marking of the work.

It is suggested that the time allowed for planning and research is approximately **30 hours**. Visits may be undertaken in addition to this if appropriate/necessary. Appropriate time should be apportioned to the different areas depending on the extent of investigation and information gathering required. The research/data collection can be done under limited control. The results of the research and investigation carried out by students should be collected in research folders.

Students will be allowed to use their research folders in the writing up of their answers to the task. It will be the responsibility of the teacher to keep the research folders securely between research sessions, and before the writing up sessions. The folders will be given to the students at the beginning of the writing up sessions, which should be approximately **15 hours** in total. This can be in separate sessions spread throughout the year.

The centre will help guide students to finding appropriate examples to research and on which to base their investigation. This allows the centre to contextualise the task set. Teachers may give guidance on visits and appropriate research methodology in order to develop knowledge and understanding and skills and provide focus for the research activity.

The final writing up of the task will be done under a high level of control. Students will have designated sessions in which to complete the writing up which will be subject to informal supervision. Students will submit their research folder with the writing up of the tasks when these are assessed.

Controlled assessment task

Choose **two** different examples from the following list.

One example will be used to complete Activity 1.

A different example must be used to complete Activity 2.

For Activity 3, you should use one of your previous examples and for Activity 4 you must use the other example previously chosen.

<ul style="list-style-type: none">• Visitor attraction in the UK	<ul style="list-style-type: none">• Tourist destination in the UK	<ul style="list-style-type: none">• Leisure facility in the UK
<ul style="list-style-type: none">• Visitor attraction Overseas	<ul style="list-style-type: none">• Tourist destination Overseas	<ul style="list-style-type: none">• Leisure facility Overseas

For example, a student could choose a visitor attraction in the UK, such as Alton Towers, and a destination overseas, such as Benidorm.

To be able to address this task, you need to research and gather appropriate information, from more than one source, on your chosen attraction/destination/facility.

Activity 1 (12 marks)

At one visitor attraction/tourist destination/leisure facility, investigate the range and appeal of products/services it provides for its customers.

Activity 2 (18 marks)

Using your second chosen visitor attraction/tourist destinations/leisure facility, evaluate the factors which influence why people choose to visit here in their leisure time.

Activity 3 (12 marks)

Investigate the ways that either one of your chosen visitor attraction(s)/tourist destination(s)/leisure facility(ies) provide customer service for a range of customer types and needs and evaluate how successful they are at meeting customer needs.

Activity 4 (18 marks)

Plan and prepare a guide for potential employees at your chosen visitor attraction(s)/tourist destination(s)/leisure facility(ies). In your guide you should focus on the range of skills and personal qualities required by staff **and** the training information for ensuring customer health and safety and justify why they are important to your chosen visitor attraction(s)/tourist destination(s)/leisure facility(ies).

Exemplification of activities

Activity 1

At one visitor attraction/tourist destination/leisure facility, investigate the range and appeal of products/services it provides for its customers.

For this you should consider the following:

- range of products/services it provides
- customer needs
- measuring customer satisfaction
- overall importance of customer service in terms of reputation, repeat business and customer satisfaction.

Activity 2

Using a different visitor attraction/tourist destinations/leisure facility, evaluate the factors which influence why people choose to visit here in their leisure time.

For this you should consider the following:

- factors which influence people's decisions when choosing a visitor attraction, tourist destination and/or a leisure facility
- the *personal* and *external* factors which motivate people to visit the example you have chosen
- visitor trends, appeal and popularity.

Activity 3

Investigate the ways that either one of your chosen visitor attraction(s)/tourist destination(s)/leisure facility(ies) provide customer service for a range of customer types and needs and evaluate how successful they are at meeting customer needs.

For this you should consider the following:

- what is meant by customer service
- customer types visiting the attraction/destination/leisure facility
- meeting customer needs, including cultural diversity and specific needs
- staff training
- handling complaints
- strengths and weaknesses of customer service provided.

Activity 4

Plan and prepare a guide for potential employees at your chosen visitor attraction(s)/tourist destination(s)/leisure facility(ies). In your guide you should focus on the range of skills and personal qualities required by staff and the training information for ensuring customer health and safety and justify why they are important to your chosen visitor attraction(s)/tourist destination(s)/leisure facility(ies).

For this you should consider the following:

- range of jobs available including roles and responsibilities
- skills and qualities required
- the keys to a successful application, for example CVs and interviews
- staff induction.

Assessment criteria

For these tasks teachers must mark students' work using the assessment criteria specified below. Teachers should check carefully that students' work is their own and that it is not copied from source material, without any attempt by students to put the material in their own words, or from each other.

The grids on *pages 60-63* should be used to mark the controlled assessment tasks released by Edexcel. Although the tasks will be reviewed every two years these grids will remain applicable to any subsequent controlled assessment task.

Assessment criteria – Activity 1 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6

* Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 2 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6
c) Evaluate	No attempt at evaluation.	0
	Basic evaluation with limited supporting evidence.	1-2
	Clear evaluation with good supporting evidence.	3-4
	Thorough evaluation with detailed and appropriate supporting evidence.	5-6

*Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

Assessment criteria – Activity 3 (12 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Evaluate	No attempt at evaluation.	0
	Basic evaluation with limited supporting evidence.	1-2
	Clear evaluation with good supporting evidence.	3-4
	Thorough evaluation with detailed and appropriate supporting evidence.	5-6

Assessment criteria – Activity 4 (18 marks)

Criteria	Descriptor	Mark range
a) Plan and research	No plan submitted or research evident.	0
	A basic plan with little detail or breakdown of activities to be undertaken or timescales. Information is collected from a single source with little selectivity or relevance to the task. Needs support and guidance to carry out the task.	1-2
	A plan with some breakdown of activities and timescales for the task. Information is collected from more than one source with some selectivity and relevance to the task. Some guidance needed.	3-4
	A detailed plan with activities and timescales clearly indicated for all parts of the task. Information is collected from different sources with a high degree of selectivity and relevance to the task. High level of independent work shown.	5-6
b) Present information*	No attempt to present the information researched.	0
	Some information is presented with limited organisation in a generally unstructured way. Basic use of spelling, punctuation and grammar with noticeable errors. Terminology may not be used accurately or appropriately. The information is incomplete.	1-2
	Most information is presented clearly with satisfactory organisation and structure. Spelling, punctuation and grammar used with general accuracy, although spelling errors may still be found. Some terminology is used accurately and appropriately. Many aspects of the information are well presented.	3-4
	Information is presented in a well-structured, logical and clear way with high levels of detail. Spelling, punctuation and grammar used with considerable accuracy, spelling errors are unusual. There is good use of accurate and appropriate terminology. The information has been presented comprehensively.	5-6
c) Justify choices	No justification of choices.	0
	No clear rationale for choices made. Limited justification given for choices.	1-2
	Feasible choices made. Some justification for choices made.	3-4
	Choices made are appropriate. Detailed justification given for choices made.	5-6

* Indicates opportunity for students to be assessed on Quality of Written Communication – Strand (i), (ii) and (iii)

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