

Moderators' Report/
Principal Moderator Feedback

Summer 2013

GCSE Leisure & Tourism (5LT03)

Unit 3: The Leisure & Tourism
Environment

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2013

Publications Code UG036323

All the material in this publication is copyright

© Pearson Education Ltd 2013

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

This was the sixth paper for this unit in the new specification for GCSE Leisure and Tourism. Detailed analysis of the performance of each of the previous exam series are also available to download and additionally these include a summary of the key features, commonalities and differences between the new and old specifications.

There were 50 marks available on this paper.

Quality of written communication was tested on two questions 2d and 3bii. The paper consisted of multiple-choice, short answer and extended writing style questions covering all four topics.

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

The question paper was divided into four sections to reflect each of the four topics of the unit. Full details can be found on pages 35 to 42 of the unit specification.

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

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

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

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

Summary of Student Performance

Overview

Some aspects of the paper clearly proved quite challenging for many students in particular where questions assessed knowledge of the unit and its terms. Whilst there were some really excellent and detailed responses evidencing higher levels skills and sound understanding this series, these were in the minority.

Common Issues

As commented on in previous reports where responses were weak or not even attempted it seems that a lack of knowledge of terms given in the unit specification hindered performance. Some students simply did not know some of the unit content and terms. Questions 1a, 1d, 2a, 2b, 2c and 3a ii saw a range of responses and some low scores yet should have been relatively straight forward testing of knowledge and understanding - AO1. Students are expected to know the terms in the unit specification.

Another factor was not reading the question carefully for instance in 4b ii students suggested measures that people in general could take. Similarly in 1b, students really struggled with relating their answers to organisations in the leisure and tourism industry and instead focused on customers and have only the most basic concept in terms of visitors/customer numbers and links to profit.

Students should be reminded to write neatly with a black ball point pen so that their answers can be read easily, some of the handwriting seen in this series was barely legible.

Student Performance

Question 1

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

1a)

Over one third gained the mark here for 'terrorism'.

1b)

This was not particularly well answered although over half gained at least four marks. It seemed whilst the majority knew the theory and were able to give some examples these were very vague and simplistic; for instance 'go bankrupt'. Only the most able were able to give specific details and most of these were in relation to increased security measures at airports/airlines. Some who had given climate or changing tastes in 1a) wrote at length about these factors and didn't score. The command here was describe however many students explained what 'unforeseen and uncontrollable' means. However most did pick up on the need to refer to more than one type and most showed good knowledge of the types of unforeseen and uncontrollable events. The most popular real examples tended to relate to terrorism including 09/11 and the more recent Boston bombings. However many students gave repetitive answers relating to the effect these events have on visitors/customers 'people scared to go there' (earthquake) 'puts people off going' (terrorism). Most did not describe. Overall there was very little awareness of influence on the industry beyond the most simplistic 'leisure and tourism organisations will lose customers and lose profit and go bankrupt'.

Here is an example of a response that shows understanding and contains some specific examples:

"Natural disasters are unforeseen and can't be controlled. A volcano in Iceland erupted in 2010 and there was a huge ash cloud. This led to airplanes not being able to fly and flights across Europe were cancelled as it was too dangerous. Lots of holidaymakers were stranded abroad and tour operators had to pay for them to stay for longer. P&O and Eurostar were accused of putting up their prices and taking advantage of people who were stuck abroad. Another example is civil unrest. The riots in Egypt in 2011/2012 were shown on TV and people were scared and no-one wanted to go there. Bookings for Nile cruises fell and companies had to put on special offers to try and attract customers."

1c)

This was fairly well answered and over one third gained at least two marks. A range of responses and some very competent suggestions were seen. However, many identified the disadvantages of time and money but gave no reasoning to say why these could be a disadvantage. Some incorrectly gave advantages in terms of the customer. The more able students suggested

that the length of time to set up was a 'disadvantage as it stopped staff getting on with their jobs'. These were also more likely to suggest that the £2000 cost wouldn't be offset as the PenFriend was free to use and that 'there might not be that much demand for it'. Others thought the PenFriend was an advantage because 'they wouldn't need to employ a tour guide to accompany blind visitors' which was accepted. Others considered technical problems. Other suggestions included that 'the money could have been spent on other things'. Few referred to the advantages of winning an award although quite a number referred to the USP the PenFriend provided.

1d)

This question was not particularly well answered and surprisingly one quarter did not gain the mark for identifying one example of a recent technological development that has influenced the leisure and tourism industry. Many students gave 'computer' or 'home cinema'; others hadn't recognised the question numbering and that this question did not follow on from 1c) and incorrectly gave a range of mobility inventions 'scooter', 'electric wheelchair'. Where students gained the mark there was a wide range of valid suggestions including 'touch screen technology', 'smartphone apps', '3D TV', 'social media', online booking', 'e-tickets', GPS etc.

Question 2

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

2a)

Surprisingly over one quarter did not know that Aviemore is in Scotland and did not gain the mark available here. Students are expected to know the location of all the destinations emboldened in the unit specification.

2b)

This was not well answered by the majority. Over a quarter scored full marks yet another quarter did not score any marks at all. Many students simply did not know the names or roles of the national tourist boards. Some named regional agencies such as Tourism South East, and Heart of England and often picked up a mark for promotion. The less able whilst having a guess gave a wide range of incorrect suggestions that included Alton Towers, National Trust and Thomson.

2c)

This was a slight change to the way geographical knowledge of the location of tourist destinations in the UK was tested. Students needed to know the names of purpose built destinations and their locations. Only the most able who had clearly learnt the locations scored full marks here. As elsewhere on the paper the question attracted a wide range of answers and much guesswork that ranged from towns and cities to seaside resorts to visitor attractions. It seemed that the purpose built category was not well understood. These destinations are from the list given in the unit specification and students should know their location.

2d)

This question was well answered by many students, some excellent responses were seen and almost two thirds gained marks in Level 2 and above. The less able tended to just describe the appeal of both types of destinations although were able to give some examples. However, the more able students made detailed comparisons between the two types and considered which would be the most suitable. Responses were well reasoned and some interesting insights offered. The key weakness for many was the lack of specific examples of features. The question clearly discriminated those who had studied destinations and the more able wrote about the thrill rides such as Oblivion at Alton Towers compared to Nickleodeon land at Blackpool's Pleasure Beach. Many suggested that seaside destinations were better for relaxing, building sandcastles, safe beaches, good weather and that Alton Towers is aimed more at teenagers and adults. Many commented on the cost of Alton Towers compared to seaside resorts and that purpose built resorts did not offer healthy food options for young children and that height restrictions on rides meant that young children might not be allowed on them. Whilst less well understood many knew that Aviemore is a ski resort. Most students referred to the destinations in the stimulus however some included reference to other seaside resorts and purpose built resorts.

A small number of students misunderstood the requirements of the question and wrote in generic terms about other types of destinations and their appeal.

A good technique noted by examiners where the higher marks were scored was the use of the word 'whereas' that clearly demonstrated the student was making a comparison and not just simply describing each in turn.

Examiner Tip for students:

When questions ask that 'you refer to specific features of destinations' in your answer this means that the examiners are looking for details of actual features. So if you know the name of one of Newquay's beaches include this in your answer rather than just saying 'sandy beach'. If you know this beach is also good for surfing then add this detail too 'Fistral beach in Newquay is good for surfing' and then you can consider whether this would appeal in this case to 'families with young children'.

Question 3

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

3ai)

The majority of students gained the mark here and recognised that increased employment was a positive impact of tourism on local communities.

3aii)

This question was not well answered with over half failing to gain any marks at all. The negative impact 'westernisation' is given in the unit specification and students should be familiar with these terms. Many did not attempt to

answer the question suggesting it is not a term studied. Where students did answer the question, most were able to relate their responses to the loss of culture but few scored full marks as they were unable to specify how or why locals and destinations actually became westernised. Where the impact had been studied some very detailed explanations and good understanding was seen and full marks scored but these were in the minority.

3bi)

This was a new style of question, well answered by most with three quarters gaining at least two marks. It was a useful discriminator between abilities as the less able students tended to just 'lift' the text from the stimulus and 'the number of visitors is limited to groups of sixteen, one group at a time' but did not make clear they understood this is only in Zone 1. The more able interpreted the stimulus and summarised the measures in their own words 'they use zoning'. As commented in previous reports students still do not follow the command, in this instance 'identify' and many went on to explain how the measures would work which was not required.

3bii)

This was fairly well answered by most and over half gained marks in Level 2 or above. Less able students tended to just describe or list all the measures and made no attempt to assess. Many students did not give any justification to support their judgement; 'Tourism is managed well' followed by a description of the measures without explaining why it was managing tourism well'. The more able students tended to use helpful phrases to show that they were making an assessment, ie, 'this is good because' and would refer to how the measure was helping to reduce negative impacts such as pollution/overcrowding/erosion. Good practice was also seen in terms of structure, this being QWC assessed question – where students included a conclusion 'overall these measures will manage tourism and reduce negative impacts'. Some students wrote about what they saw as not being quite so good such as still allowing helicopters and this is perfectly acceptable in an assessment to weigh up good and bad points. However many gave very vague and weak assessments and only a minority seemed to grasp the key point being the rarity of the animals and the need to protect their habitats. Some wrote about crime and other impacts which are not really appropriate for the scenario – congestion and crime. A skill indicating the more able students is to select only the relevant impacts. Less able also tended to write about the tourist experience and did not answer the question.

Examiner Tip for students:

Plan your answer. Where *QWC is tested have a beginning and an end and check your spelling. For the questions worth more marks always refer to the information given in the case study to get the higher marks because the examiner is looking to see if you can apply what you know and your skills of assessment/evaluation. Make links to the information given. Use phrases to show you are making a judgement 'I think this is a good idea because'. You can also consider anything you think might not be a good idea.

Question 4

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

4a)

It was disappointing almost one third did not score the mark available here. The term has appeared on previous papers and is in the unit specification.

4bi)

This 'matching' style question has appeared on previous papers and on this occasion worked well in discriminating students. One third of students scored the full five marks available. The more able spotted that the criteria 'management and marketing' needed to be linked to 'staff awareness etc' whereas the less able perhaps rushed the answer and incorrectly linked 'management and marketing' to 'promotion of green policy' which should have been linked with 'social involvement and communication'. These tended to then score three marks. The majority scored marks in this question.

4bii)

It was disappointing to see so few students score well on this question where one quarter did not gain any marks. The main reason seems to have been that students did not read the question carefully enough and a large proportion wrote about what people in general could do. The question required measures that a Visitor Attraction could introduce to become more sustainable and meet the GTBS criteria on 'Waste' and 'Transport'. Many gave vague suggestions such as 'use less water' 'travel by bus/walk'. Again, many offered explanations when the command was to 'identify'. Some students gained two marks for 'Water' measures such as 'reuse water/grey water', 'harvest rainwater', 'install taps with timers'. Measures for 'Transport' were less convincing, although some did relate to 'park and ride', 'working with bus companies' or transport such as bike hire around the attraction.

Examiner Tip for students:

A good exam technique to help make sure you answer the question is to read the question and underline the command words such as 'identify', 'explain' and also underline the key requirements of the question such as 'refer to features' 'give an example'. Then, when you have written your answer go back to the question, read it again along with your answer and use ticks to check you have covered everything and indeed actually answered the question. It won't take long but could help improve your score.

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

