

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

GCSE Leisure and Tourism (5LT03)  
Unit 3 The Leisure and Tourism  
Environment

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## **General Comments**

The GCSE Leisure and Tourism qualification is now well established.

For centres that may be new to the qualification it is highly recommended that the resources available to download from the Pearson Edexcel website are accessed. In particular, the question papers, mark schemes and the Principal Examiner's Reports for each past exam series. A review of these documents can give centres an insight into how the unit content is tested as well as providing familiarisation with the question paper structure, common issues observed and good practice displayed by students.

## **Question Paper Overview**

There were 50 marks available on this paper.

Quality of written communication (QWC) was tested on two questions (1b) and 4c) indicated by an asterisk \*.

The paper consisted of multiple-choice, matching, short answer and extended writing style questions.

The questions are set to assess students' understanding of the content of the specification given in the 'Detailed Unit Content' section for Unit 3. Full details can be found on pages 35 to 42 of the unit specification.

The question paper for this unit is divided into four sections to reflect each of the four sub-topics of the unit. Question 1 covers the content in topic 3.1, Question 2 3.2 and so on.

Questions were also devised to meet the weightings requirements of the Assessment Objectives (AO). Details of the relevant weightings can be found on page 61 of the GCSE Leisure and Tourism Specification.

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.

Therefore in preparing students for external assessment centres need to be mindful of the fact that question papers are solely designed around the unit content as set out in the specification. Questions are designed to test the student's knowledge and understanding of the content and terms stated as well as incorporating the assessment of skills ranging from the application of knowledge to analytical and evaluative skills. As such, teaching and learning should be designed to cover all of the unit content of the unit and

terms as well as including activities to aid in the development of the higher level skills of analysis and evaluation.

### **Summary of student performance**

It was pleasing to see that the majority of students attempted all questions. Whilst there were some excellent responses that demonstrated sound knowledge, higher level skills and good standards of QWC some common issues were noted that hindered achievement for many. As seen in previous series knowledge of popular tourist destinations in the UK and their locations continues to be a key weakness – this knowledge was tested in 2a and 2b and six marks were lost by a significant majority. Students also lost marks where they had not read the question carefully, in particular questions 1b, 1c, 3ai, 3b and 4b. Additionally, a lack of knowledge of the unit specification content terms was another issue as seen in the performance in 3a ii and 3b.

There was overall some improvement in exam technique in the questions testing QWC and higher level skills (1b and 4c) there were many examples of organised responses, spellings being checked and conclusions provided and the use of connecting statements to show judgements and reasoning.

### **Student Performance**

#### **Question 1**

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

##### 1(a) (i)

This was answered well and most students correctly identified an example of a natural disaster and earthquake, volcanic ash cloud and tsunami were the most popular suggestions. Some incorrectly gave 9/11 and did not score.

##### 1(a) (ii)

This question was answered quite well although few students were able to demonstrate that they had an understanding of how organisations in the travel and tourism industry are affected by natural disasters. The majority gave basic responses about damage/destruction/fear of visiting the destination and explanations related generally to losing customers/money. Some gave more geographical responses and wrote for instance about how a tsunami was created but this did not answer the question. The best responses were from those students who had clearly studied the impacts of real events such as the Icelandic volcanic ash cloud and wrote about delayed flights, cost of compensation, diverting planes and accommodating passengers who had become stranded. Overall most students gained at least two marks here.

1(b)

This was answered fairly well although high scores were in the minority. The question generated a range of responses and some students seemed uncertain about what the question required. Some gave historical accounts about the changes to home based leisure, others wrote about what people can do on their smart phones. Some students gave examples that were unrelated to either the leisure or tourism industry. As seen in 1(a), many could not make the connection to organisations nor their products and services. Very few were able to give examples of new products and services that had been developed through smart-phone and tablet technology. Few wrote about email and text alerts or apps that are now widely available; many just wrote about websites and online bookings. Scores were higher where responses referred to the use of social media for promotions and the best responses related to the introduction by airlines of e-tickets and apps that allow customers to check in with their phones with explanations linked to advantages of time and security. Overall scores were disappointing around half gained two or three marks and few accessed the marks available in Level 3.

1(c)

This question worked quite well in discriminating those who had studied the changing appeal of cruising and gained full marks for suggestions such as appealing to families, more activities on board/rock-climbing and new destinations. Some had not read the question carefully and gave examples of other consumer trends or wrote about why people go on cruises. Some students who may have known the answer did not gain marks when they gave vague responses such as 'price' or 'more families'. The majority gained at least one mark.

## Question 2

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

### 2(a)

This was not answered well and it was disappointing that the majority did not gain the mark for knowing which part of England Chester is located in. The specification lists all the destinations that students are expected to know the location of. Chester is listed as a historical and cultural destination in the unit specification to indicate that geographical location of this destination should be known.

### 2(b)

Similarly, this was also not answered well by the majority and the weakness in geographical knowledge of tourist destinations was seen again in this question. A range of suggested destinations were given from a variety of categories. Students did not seem to have any knowledge of destinations in the category 'heritage and cultural'. Overall the most well-known destination was Bath and the least well known were Lindisfarne and Stratford upon Avon - the majority did not score any marks here.

### 2(c)

This question was quite well answered by most students. A few examples of guesswork were seen and there was some confusion when students suggested it was a website or a tour guide. The most popular responses however, related to promotion and providing information. Most students gained at least one mark on this question.

### 2(d)

Both parts of question 2(d) related to the tour of Chester provided and this approach worked well as most students gained marks in both questions.

#### 2(d)(i)

The vast majority gained marks here and the question was answered well by most students who were able to correctly identify two built attractions. A minority suggested the Grosvenor Hotel as one example and did not score.

#### 2(d)(ii)

This question was well answered by most and only a minority did not gain any marks, these tended to just describe the main aspects of the tour. Most gained one or two marks and the question discriminated those who understood the appeal of heritage and cultural destinations to overseas visitors. These wrote about the traditions, history and made the link to appealing to those from although around one quarter gained full marks.

### Question 3

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

#### 3(a) (i)

This question was answered fairly well by many students. The main weakness was where students had not read the question carefully and gave more than one negative impact, these responses were confused. Others wrote about litter and pollution which is a negative impact on the environment. Popular impacts were westernisation and disruption to everyday life. Where students actually explained how the local communities were affected scores were higher. Overall most students gained one or two marks.

#### 3(a) (ii)

This question was not answered very well and over half of students did not gain any marks. Most students seemed to think this was about the natural environment. Many popular incorrect responses included sustainability, recycling, renewables or planting trees and did not score. They seemed to have overlooked the paper structure and question numbering in that Question 3 tests knowledge about impacts, whereas sustainability is tested in Question 4. This impact is stated in the unit specification and students should have been familiar with it. Only a minority demonstrated a good understanding of the impact and gained full marks.

#### 3(b)

This was not well answered by a significant number of students who did not score any marks. Methods of reducing the negative impacts are clearly stated in the specification but only a minority wrote about these. Popular incorrect responses included bins, CCTV, more police and fines. The other common issue with this question was students overlooked or did not understand the requirements of the command word. The majority ignored the requirement to 'describe' a method and many gave an explanation of how their suggestion would reduce impacts. Another possibility is that the limited knowledge of specific methods may also have hindered the students' ability to provide a description.

## Question 4

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

4(a)

This was answered well by the majority who gained the mark for correctly identifying the most likely sustainable development.

4(b)

Most students answered this question quite well and gained marks. It was pleasing to see some well-considered and interesting responses. Most students demonstrated a good understanding of these types of imitative although some did not gain full marks where they forgot to make a clear link in their explanation to helping sustainability. Some lost marks by not reading the question carefully and wrote about why it is good to take your car on holiday rather than flying. Popular responses that scored well referred to increasing use of public transport reducing congestion/emissions and saving fuel. Some excellent responses gaining full marks were seen.

4(c)

This question was answered quite well and most students engaged with the scenario and wrote at times lengthy responses. It discriminated the less able students who wrote about the advantages and disadvantages to the environment rather than evaluating the effects of the scheme on Whitbread plc. These students also tended to copy some of the case study information rather than offering their own interpretation. More able students provided some very good responses and offered a balanced evaluation. For instance they considered possible redundancies and costs of implementing the scheme against the advantages of money saved longer term and improved reputation and image. The vast majority gained marks mostly Level 1, 3 marks or Level 2, 4 marks for some evaluation and application.

Based on their performance on this paper, students should:

- Have an understanding of all the terms in the unit specification and be able to describe or explain them
- Know the location of all the destinations listed in the specification
- Understand why destinations appeal to different types of visitors
- Practise planning and structuring responses where the higher marks are available using questions from past exam papers
- Know what each command word used on the question paper means, what is required and then follow it in the exam
- Underline the key requirements of each question and check that answers meet the requirements
- Take care with spelling, punctuation, grammar on questions labelled with an asterisk \* that test QWC
- Attempt every question

## **Grade Boundaries**

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

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

