

Principal Examiner Report

Summer 2016

GCSE Leisure and Tourism (5LT03)

Unit 3: The Leisure and Tourism
Environment

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General Comments

This report has been written by the Principal Examiner for the GCSE Leisure and Tourism unit The Leisure and Tourism Environment. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. We hope this will help you to prepare your learners for future examination series.

Question Paper Overview

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

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.

The quality of written communication (QWC) was tested on two questions 1d) and 3c) .

The questions are set to assess learners' 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 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.

In preparing learners 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 learner'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 and terms as well as including activities to aid in the development of the higher level skills of analysis and evaluation.

Summary of Learner performance

As seen in previous series knowledge of the specific features and appeal of popular tourist destinations in the UK is a key weakness, 2ci and 2cii. The unit specification indicates which destinations learners should have more in depth knowledge of. Learners also 'lost' marks where they had not read the question carefully, in particular questions 1bi, 1bii, 1d and 4c. Additionally, a lack of knowledge of the unit specification content and terms was another issue as seen in the performance in 2d, 3b, 4a and 4b.

The multiple choice questions 1ai, 2a and 3a performed better this series with the majority of learners gaining the marks available. It was also pleasing to see most learners knew the location of business travel destinations and scores for 2b were better than previous series. In general, learners also performed well on 3c and there were many examples of good exam technique in the planning of responses. Learners often gave conclusions and used connecting statements to show judgements and reasoning.

Learner 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.

1a(i)

This was answered well and the majority of learners gained the mark for changing lifestyles.

1a(ii)

This question was not answered particularly well and almost half did not score. Few learners were able to demonstrate that they had an understanding of consumer trends and changing tastes. The question required two products/services that would provide customers with new experiences. Many learners gave examples of new technology such as Apple watch or WiFi that did not relate to products/services developed by the leisure and tourism industry. Only the more able provided appropriate responses, the most popular related to examples of extreme sports and environmentally friendly holidays.

1b(i)(ii)

This was answered fairly well by most learners. Almost one quarter did not gain any marks however. The main reason for this seemed to be that they had not read the question carefully enough and gave examples of new technology without recognising it had to be something that would improve the visitor experience at visitor attractions. That said, over a third of learners knew what was required and gained full marks. Some good responses detailing 'Q-bot' and 'online bookings' were seen with detailed explanations linked to saving time. Some learners described the technology and did not explain how the visitor experience was improved, these tended to gain one or two marks out of the three available.

1c

It was pleasing to see this question answered well by the majority and well over a half of learners gained both marks. Generally learners showed a good understanding of the influence of accidents and injuries on the industry. A range of valid responses were seen and the most popular related to 'pay compensation', 'may have to close' or 'people not going because of bad publicity/fear'.

1d

This question was answered quite well and many learners gained marks in Level 1 (one to 2 marks) and Level 2 (three to four marks) although few gained marks in Level 3 (five to six marks). A wide variety of responses was seen and some learners had unfortunately misunderstood the question or did not understand the term. Some wrote about unforeseen and uncontrollable events in general including natural disasters, acts of terrorism, cost of fuel etc. and did not score any marks. Others were confused and focused on fluctuating exchange rates rather than the recession. However many learners showed an in-depth and quite sophisticated understanding of the global recession. Many of these though focused on the influence on customers rather than leisure and tourism organisations and the main reason the higher marks were not accessed was the lack of application to the industry. The question clearly stated examples were needed and this was another key weakness. Basic responses often related to 'fewer customers means businesses have less money/profit and need to reduce prices or offer discounts'. Those learners that wrote about customers having less disposable income taking holidays in the UK because they couldn't afford to go abroad and referred to the popularity of Center Parcs or all inclusive packages tended to score marks in Level 2. It was pleasing to see a handful of very good responses that contained sufficient application to be awarded the higher marks in Level 3.

Question 2

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

2a

This was answered well and the vast majority of learners gained the mark here.

2b

This question was answered really well and almost one half of learners gained all six marks available for matching the business travel destinations and their locations. Many gained four marks and these had tended to mix up the locations of Leeds and Manchester. Only a handful failed to score and it was good to see such a big improvement in performance.

2c

This question was not answered well by the majority of learners who could not name any specific examples of transport services and links in Birmingham. An example had been provided to guide learners but the majority gave 'train station' or 'taxis'. Others realised they had to give the name of a transport link and gave examples for other cities such as 'Heathrow Airport'. Similarly some did attempt to name a motorway but did not know which motorways were close to Birmingham so relied on guesswork. In the second part of the question the most popular responses related to the convenience and appeal of travel by rail to business travellers and these gained marks for some understanding of appeal to different types of visitors.

2d

This question was answered quite well by many although around one third did not gain the mark available. These tended to give examples rather than identifying one of the features given in the unit specification.

Question 3

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

3a

The majority of learners knew the impact and gained the mark available.

3b

This question was answered fairly well and most learners gained some marks for identifying the correct impact. Over a third gained three marks and commonly gave deforestation for 3biii which was incorrect.

3c

This question was answered quite well by most learners who engaged well with the stimulus and gained marks here. Some good responses were seen, many gained four or five marks in Level 2 for evidence of evaluation and application. It was pleasing to see the use of appropriate terminology and also the consideration of methods that may not be effective. Most made use of the information provided and demonstrated a good level of evaluative skills using useful phrases to structure their responses such as 'this is good because'. Popular responses related to 'educating tourists about how to care for the environment through signs, notice boards and visitor centres'; 'footpaths to reduce erosion'; 'car parks to keep people in one area and avoid upsetting local people'; 'planning so that new buildings fit in the area'. In general most candidates referred to each point given. Where marks in Level 1 were awarded responses tended to be simple statements or else a rewrite of the information or showed a misunderstanding of the methods for instance 'will improve safety'.

Question 4

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

4a

This was not answered well by the vast majority who gave a wide range of incorrect suggestions and failed to score. DCMS is given in the specification and learners studying leisure and tourism are expected to know the government body responsible for the industry.

4b

This question was not particularly well answered by around one half of learners who did not gain any marks and demonstrated limited understanding of the term. Most learners suggested it was about protecting the environment and many gave vague suggestions 'keep it going'. However, many learners did understand it was about protection for the future and gained a mark. For most the understanding of sustainability also being about meeting the needs of the present was limited, that said nearly one quarter did gain both marks.

4c

This question was misread by some learners who mistook sustainability for suitability and wrote about why travelling by rail may be more suitable; around one third did not score. However most answered quite well and gained the mark. The most popular responses referred to 'can carry more people' and 'fewer emissions'.

4d

This question was answered reasonably well and most learners gained between four and six of the seven marks available. The majority of learners gained all three marks in 3d(i) and were able to identify three appropriate measures although some incorrectly suggested 'new car park' and 'updating the club lounge'. The most popular measures selected in 3d(ii) were 'energy efficient appliances', 'calculate carbon footprint' and 'sourcing recycled materials'. Explanations of appropriate measures tended to relate to 'reduced reliance on fossil fuels', 'helps cut global warming' and 'less waste goes to landfill'. There was some misunderstanding where learners suggested 'cost savings' but did not relate this to sustainability or using the money to help the environment more. Some missed the point about 'sourcing recycled materials' and wrote about the golf club recycling. Most learners who chose ecological surveys thought this was about a public survey. However in general most learners performed well on this question.

Based on their performance on this paper, learners should:

- Have an understanding of all the terms in the unit specification and be able to describe or explain them
- Know the names of specific features of the emboldened destinations listed in the specification and understand how they appeal to different types of visitors
- Be able to write about the influences to organisations in the leisure and tourism industry, including the development of new products/services, from the business viewpoint rather than giving the customers' view.
- 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.