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Examiners' Report

Principal Examiner Feedback

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In Leisure and Tourism (5LT03) Paper 01

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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.

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 tourist destinations in the UK was a key weakness in terms of knowing their locations, specific features and appeal of in 2a, 2b and 2c. In this series the map/location questions was slightly more challenging as the names of destinations to be located were not provided. 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 2b and 3d. Additionally, a lack of knowledge of the unit specification content and terms was another issue as seen in the performance in 1b, 3a, 3b, 3d and 4b.

It was also pleasing to see 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.

1ai

The majority of learners gained the mark for correctly identifying 'global recession'.

1aii

This was answered well by most learners who gained both marks. 'Volcanic eruptions' and 'hurricanes' were the most popular response, some learners were able to give further details such as dates which was pleasing to see although no marks were available for named examples on this paper. Where learners did not score popular incorrect responses such as 'inflation' were given.

1b

This was not particularly well answered by many, around half did not score. A wide range of responses were seen and it was evident some learners were unfamiliar with the term. The most popular correct response was 'changing tastes'; some gave examples and this was accepted. Incorrect responses often related to income, price and technology as in the following example:

(b) Another factor that can influence change in the leisure and tourism industry is 'consumer trends'.

Give **one** example of a 'consumer trend'.

(1)

Touch screen technology like iPhones

This example did not score any marks.

1c

This was reasonably well answered by many learners. Responses varied and some learners gave the historical aspect and explained the changes over time showing a reasonable level of understanding. Some tended to explain what you could do at home but gave a narrow focus largely on what 'you' can do in terms of mobile phones, apps now rather than explain about the changes to home based leisure due to changes in technology. The more able tended to write about the fact that people could do more leisure activities at home now and some considered the impact on leisure/tourism organisations.

This is a level 1 response that gained Level 1 3 marks. The link between home based leisure and technological development is not entirely clear. A range of developments are mentioned but with limited explanation.

Explain how home-based leisure has changed as a result of technological developments.

(8)

Home-based leisure has become more popular as a result of technological developments. This is because with new technology, there is more things to do at home; in previous times people would of had to go out to find these thing. These technological developments include things like virtual reality headsets for video games. In the past people had to go to special events to experience VR, but now they can do it in their own homes. Because of this home-based leisure has become more popular. Because of technological developments home-based leisure has become more expensive. In the past people had seen at home with board games and cards. Now like TV's are available which make the industry more expensive. The industry is also more advanced. This is because there is more technology which can make things like mobile phones better.

The following response is a good example that provides a clear explanation of how home based leisure has changed. The learner refers to a range of different technologies and how they have influenced home based leisure. A well written response awarded Level 2 6 marks.

* (c) Technological development is another factor that influences change in the leisure and tourism industry.

Explain how 'home-based leisure' has changed as a result of technological developments.

(8)

Home-based leisure is now more advanced and popular due to technological development. Game consoles such as the X-box allow people to indulge themselves into a game from the comfort of their own home. Game consoles are very popular and this popularity means less books or board games are being played. Inviting your friends round for a day used to be fun, but now, due to online social media, friends can Skype or Facetime each other all day without leaving their homes. This is making some people less social in real life. Books were a good home-based leisure activity but a lot of people have now invested in a Kindle and stopped buying books. This is yet another example of how technology has influenced home-based leisure. TV's are a massive influence on home-based leisure, almost every household in the UK possesses a TV. Because the TV shows are so varied and easy to access, the TV is a very popular device and is making a big impact on home-based leisure. People used to buy DVDs to watch, but now with websites like Netflix, people are not willing to go out and pick a DVD. They would much rather pay a monthly fee and browse all the films and TV shows the website has. Music used to be listened to on vinyls, now most music is downloaded onto phones or streamed through the internet. To conclude, technology has had a massive impact on home-based leisure.

Question 2

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

2a

Surprisingly only around a half of learners gave the correct answer and recognised that Conwy is in Wales.

2b

This was quite well answered by many who gained at least one mark. Popular responses related to advertising, events and use of website and social media. Where learners failed to score this was mainly due to misreading the question.

Here the learner has not answered the question:

(b) Give **two** ways national tourist boards promote their country to potential tourists. (2)

- 1 They help increase the popularity of the country by ~~keeping~~ making people want to go there to see it.
- 2 It increases ~~income~~ the amount of income the country has due to tourists paying to stay for short breaks.

This example shows limited knowledge and understanding. Learners are encouraged to expand on their ideas and avoid repeats as marks are restricted.

(b) Give **two** ways national tourist boards promote their country to potential tourists. (2)

- 1 Through the websites
- 2 Through ads on the TV.

2c

This was not answered well at all by the majority. It was firstly apparent that learners could not name the tourist towns as given in the specification and secondly even when they knew the names they could not accurately

locate them. Few gained full marks, most that scored gained one or two marks mainly for Glasgow and Liverpool.

2d

This was fairly well answered by most learners who produced a comparison of the features of seaside resorts and tourist towns. The reason most learners did not access the higher marks available was due to the lack of reference to named features of destinations. Overall many were able to comment on suitability. Most gave consideration to the needs of senior citizens in terms of peace and quiet, relaxing, enjoying the sights or views and that some may be on a limited budget. Most recognised the seaside resorts could be busy with families but few suggested that out of the school holidays for instance it would be quieter and more suitable. It was good to see those that recognised the appeal of reliving childhood memories in some responses. Most suggested the benefits of tourist towns included having easier access and public transport but felt they would be too noisy and overcrowded. Many focused on restaurants and cafes which they felt would be better in a tourist town/city.

This response is a reasonable attempt and gained L2 3 marks – there is a comparison and some understanding of appeal there is a lack of specific features beyond cafes, restaurants, and piers but the learner has understood the needs of the senior citizens.

(d) Different types of tourist destinations may appeal to different types of customers.

Compare the appeal of tourist towns and cities such as Conwy, with seaside resorts, such as Newquay to senior citizens. Include specific features of tourist towns and cities and seaside resorts to support your comparison.

(6)

Throughout towns and cities such as Conwy they have a lot of pubs and shops that are popular to the younger generation. They also include a wide range of restaurants that may appeal to the senior citizens, ~~which~~ unlike the busy shops. Because towns and cities such as Conwy ~~because~~ become very busy in small spaces it may not suit senior citizens. If you then compare it to seaside resorts, such as Newquay it may be more suitable for senior citizens because they are nice sight seeing destinations and a wide range of restaurants that won't be as busy as the main town and cities. But on the otherhand the busy pier and rides may put them off because of teenagers and load busy rides.

This response gained Level 3 6 marks.

There is reference to specific features of both chosen destinations, features are compared and understanding of their appeal to senior citizens apparent. Overall, a well-considered response.

Compare the appeal of tourist towns and cities such as Conwy, with seaside resorts, such as Newquay to senior citizens. Include specific features of tourist towns and cities and seaside resorts to support your comparison.

(6)

The example of a sea side ^{resort} destination I am going to use is Brighton. The example for a tourist city is London. Brighton would appeal to senior citizens because it has some attractions that would appeal to them such as the pier, beach and sea life centre. Despite this there are features which are not so suitable, such as the night life. Brighton is known for having a lot of night clubs and bars which senior citizens may find unpleasant. As well as this, the rides on the pier are likely to seem unattractive to a senior citizen as it is very loud and so on. London would be a more attractive destination because ~~that is~~ it is a lot bigger and there are more activities which would be appropriate for them, such as ^{the Tower} visiting ^{of London}. Although there is still night clubs and so on, they would easily be able to find accommodation away from this and find appropriate activities to do like going on the London eye. As well as this, there ~~is~~ a lot of very good public transport in comparison to Brighton meaning if they cannot drive they can easily take the bus.

Question 3

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

3a

This question was not particularly well answered by many despite it testing basic knowledge of impacts. Many learners referred to money or else how to reduce impacts or gave vague responses about looking after the environment. Some gave ecotourism.

This example did not score:

3 Tourism has many possible impacts on tourist destinations and the people who live there.

(a) Identify **one** positive environmental impact of tourism.

(1)

using the train/rail reduces
pollution.

A better response that gained the mark available:

3 Tourism has many possible impacts on tourist destinations and the people who live there.

(a) Identify **one** positive environmental impact of tourism.

(1)

People save endangered species and local habitats.

3b

This generated a range of responses and it was evident where learners had studied the term. These gained at least 2 marks so differentiated between abilities well. Many learners focused on the environmental aspect of ecotourism and overlooked the welfare of the people at destinations. Weaker responses gave ideas about 'reducing the negative impacts'; others described what you would do on holiday, or 'saving wildlife' or wrote about 'saving energy' and 'planting trees'. Many responses lacked clarity and learner's understanding was poorly expressed in many instances. The wording of the question differed to previous series and some misinterpreted what was required.

This response dis not gain any marks:

(b) Describe the term 'ecotourism' using an example you have studied.

(3)

Ecotourism is where you go to places but you try and not produce much CO2 waste and without traveling very far so that you can keep a very low carbon ~~carbon~~ carbon footprint.

3c

This was answered well by most learners and few blank responses were seen. A variety of responses were seen. Most engaged well with the scenario, many wrote about global warming and showed a good understanding of the problems of landfill waste sites. Weaker responses went through each bullet point and offered some analysis but relied heavily on directly quoting the statistics and development of ideas was limited, these tended not to consider wider impacts. Many wrote about pollution, congestion and disruption to local people's lives and were quite theoretical. Better responses were seen when learners used all of the information in the scenario and pulled similar impacts together. It was good to see many learners make the connection of possible drought and water shortages affecting the locals as the hotels were using up so much drinking water. The more able tended to pick up on the potential damage to the coral reefs

This was awarded marks in Level 1 – 3 marks. Much of the content has been copied directly from the stimulus with very little interpretation. Quoting material directly does not demonstrate that the learner can apply their knowledge. Some basic analysis is offered but is largely theoretical and too scant to warrant marks in Level 2.

* (c) Analyse the possible negative impacts of tourism in Bali.

(8)

~~300 liters~~ The negative impacts of tourism in Bali is that there are 300 liters of water, ~~is~~ (fresh water) is used by hotels which should be limited by only using the amount of water they need don't ~~use~~ ~~water~~ wash the towels every day so you aren't loosening or wasting water.

13% more cars on the roads every year ~~and~~ you could ~~order~~ ^{public} ~~transport~~ ^{not as much} so there is ~~the~~ ^{more} noise or air pollution and so it does not disrupt the wildlife.

There are 700 hectares of land every year ~~to~~ for hotels and housing. This is wasting space that should be kept for the wildlife and building. More hotels and housing is destroying ~~the~~ ^{the} existing nature so they should ~~limit~~ ^{limit} the tourists going and ~~update~~ ^{update} the hotels they already got so they won't need to build any more.

This example scored Level 2 6 marks.

Good use of the stimulus has been used with clear analysis and development of ideas. All impact are relevant to the scenario.

*(c) Analyse the possible negative impacts of tourism in Bali.

(8)

One negative impact is that culture is being lost (westernisation). For example, the ^{local} people of the Bali have traditional dances which are only done for certain occasions ^{such as weddings,} however as tourists want to see it, the culture is being lost and they are simply doing it for money from the tourists. The traditional language is also said to be starting to be lost and replaced with the language of Indonesian, this means traditions and cultures are being lost. As well as this, a lot of waste is being produced as 13,000 cubic meters of waste is taken ~~to~~ ^{into} public dumps every day. This is bad for the environment as plastic ~~is~~ and other materials are not biodegradable and will stay there forever, making the area polluted. Another negative impact is an increase of cars on the road. 13% more cars are put on the road every year which will create air pollution ^{and} releasing greenhouse gasses such as CO₂ which contribute to global warming. It also produces noise pollution and traffic congestion which makes it unpleasant for locals. This is due to such a high number of foreign visitors (3.2 million in 2013). As well as this, a very large area of land is being used to house the tourists in hotels ^{and} luxury houses (700 hectares), ^{meaning} there is less room for the locals to live, farm, etc. The religion of the area is also under threat as 80% of people currently make however this could be affected negatively if this ~~is~~ westernisation continues. Tourists are also using 300 litres of water a day which could mean there is not enough for the locals.

3di

This was not answered particularly well as many learners repeated the information given. Examiners were looking for the specific method as given in the specification and it seemed learners could not apply their knowledge to the scenario. The most popular correct response was building restrictions which was accepted as planning.

In this example the learner has not given a 'method' :

(d) (i) Identify which method the Balinese government is using to manage the negative impacts of tourism.

(1)

They are preventing the tourists from destroying cultures and tradition from the religious Balinese.

This example gained 1 mark :

(d) (i) Identify which method the Balinese government is using to manage the negative impacts of tourism.

(1)

Making rules for buildings, making them meet a certain standard.

3dii

This was not particularly well answered; as seen in 3di few learners gave the actual method and instead gave descriptions of ways to educate or manage visitors and traffic. There was evidence of guesswork and confusion between impacts and how to manage them. Some wrote about litter bins, others repeated the information on Bali very few simply said 'managing visitors'.

This is a typical example that did not gain any marks:

(ii) Give **one** other method that could be used to manage negative impacts of tourism.

(1)

Putting signs in certain areas to inform tourists of the negative impacts

(Total for Question 3 = 14 marks)

Question 4

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

4a

This was answered well and the majority gained the mark available for correctly identifying 'reuse'.

4b

This was not particularly well answered by some learners who gave vague responses about 'using carbon' they clearly had some knowledge struggled to articulate this. Better responses were seen where learners wrote more precisely about carbon dioxide emissions produced by people, business etc. Many of these often gave an example. As 'carbon' was given in the stem of the question learners should be aware that they will not score for repeating this information. Other popular incorrect responses referred to planting trees and other carbon offset schemes that has been tested on previous papers.

This is a typical response that did not gain any marks:

(b) What is meant by the term 'carbon footprint'? (2)

~~A carbon footprint is a measure of how much contribution a person has had to global warming. A carbon footprint measures the amount of food thrown away, as well as the amount of waste a person creates.~~

This example scored 2 marks and shows good understanding.

(b) What is meant by the term 'carbon footprint'? (2)

A carbon footprint is what you create by using things that can cause pollution for example, driving a car release carbon dioxide into the atmosphere.

4c

This was fairly well answered by those who had clearly studied this aspect of sustainability and were able to give a range of suitable suggestions often gaining all 3 marks. Weaker responses gave inappropriate suggestions such as meters to limit water use, charge customers and reuse water; the more able learners were more specific and recognised that grey water could be reused or suggested rainwater harvesting. Other popular responses included hotels encouraging customers to reuse their towels and sensors on taps. It was pleasing to see so many engaging well with the question and many wrote more than was needed.

The example did not gain any marks -

<p>(c) Suggest three ways leisure and tourism organisations could reduce their consumption of water.</p> <p style="text-align: right;">(3)</p> <p>1 Hotels could charge extra for the amount of excess water you use this means that less people would use more water.</p> <p>2 Some leisure companies could reuse reused reuse water this way excess water wouldn't be used.</p> <p>3 Water could be recycled and used in other things to reduce the amount of water consumed.</p>
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4d

This was not answered well by most. A range of responses were seen that reflected misunderstanding of the award scheme with some suggesting leisure centres with swimming pools would be disadvantaged as they needed water. Other incorrect responses referred to losing customers and effects if an organisation did not 'win'. Overall understanding of award schemes was weak.

Here is a typical response that failed to score -

(d) Explain **two** disadvantages of award schemes such as the Carbon Trust Standard for leisure and tourism organisations. (4)

1. If hotels reduced the amount of water people were allowed because of the award scheme many customers may be put off. This means hotels won't get as many customers therefore not as much profit.

2. Businesses may not take part as they feel like they won't make a difference. This means that people would still be using just as much water.

(Total for Question 4 = 10 marks)

Better responses recognised there could be cost implications during set up and maintaining standards, or else suggested that standards would not be maintained, as in the following example which scored 1 mark.

(d) Explain **two** disadvantages of award schemes such as the Carbon Trust Standard for leisure and tourism organisations.

(4)

1 The inspections are too infrequent and the organisation could slip ~~be~~ into bad habits.

2 some of the criteria between the awards are very similar so it can be hard to see what's unique about each one.

(Total for Question 4 = 10 marks)

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, and be able to name examples of specific features of the emboldened destinations listed in the specification and understand how they appeal to different types of visitors
- Know the geographical locations of the tourist destinations given in the unit specification and be able to locate them on a map.
- 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.