

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

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

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Summer 2014

Publications Code UG039070

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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 Edexcel website are accessed. In particular, the question papers, mark schemes and the Principal Examiner's Reports for each 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, examiner's tips 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 3(c) and (4d) and 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

This year there was a wide variation in performance across the questions and results were mixed. Overall performance was disappointing in some respects. Some candidates did not attempt to answer some questions such as 2b), 2c), 4b); there were instances where students had not read the question carefully in particular in 2ci) and 4d) and in 3c) and 4d) some students re-wrote the information supplied. Understanding of countryside areas seemed a particular weakness with many this series.

On the other hand and, whilst in the minority, there were some excellent responses that demonstrated sound knowledge of the unit content and high standards of QWC and higher level skills.

## 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.

1a

This question tested straightforward understanding of consumer trends. It was quite well answered but one third did not gain the mark and chose one of the 'trends' A or C and did not understand that consumer trends actually relates to what is happening to consumers.

1bi

This question required students to describe the term silver surfers. This proved to be a very popular question. Again variances in achievement were observed but the vast majority of students realised this was essentially about 'older people using the Internet'. Some excellent responses were seen where students embellished their responses showing a high degree of understanding of silver surfers.

There was evidence of some students not being at all familiar with the phrase. These gave a variety of responses from a special club, to a certain type of holiday. They are commended for having a guess but this term is in the specification and students would be expected to be familiar with it. Around one quarter failed to gain any marks here.

Overall though students did offer descriptions rather than explanations and this was good to see.

Full marks were gained for responses that described silver surfers in terms of age, background and gave examples of their use of the Internet. Over one quarter gained more than 3 of the possible 4 marks.

Here is an example of a response scoring full marks:

"Silver surfers are often computer savvy retirees. They are older people who use the Internet. Many are 'empty nesters' and go on adventure and

special interest holidays because they want to learn something new they didn't have the time for when the children were young. Silver surfers book holidays online like SAGA".

1bii

This question followed on from 1bi) and required students to show that they could apply their understanding of silver surfers by considering the appeal of escorted coach tours.

As seen throughout this series responses varied. Those students unfamiliar with the term struggled to gain marks in this question.

Examiners were looking for links between the characteristics of silver surfers and the escorted coach tours. Some students, who clearly knew all about silver surfers from the response to 1bi), did not follow the command word in this question which was to explain. Many responses followed this pattern:

"Because it's comfortable and they've got free Wi Fi and they will see lots of sights"

Despite using the word 'because' which is usually a connective, here there is no link, it is not clear from the response that the student knows what silver surfers are as there is no real explanation. Marks were restricted for lists of features that could appeal to anyone.

However over one third gained at least three marks with reasoned responses.

Here is an example of a good response that gained full marks:

"These tours will appeal because the silver surfers do not need to worry about driving, they may be disabled or being older may not feel confident about driving anymore so they can just sit back and relax and let someone else drive. Another reason they are popular is because the coaches are really comfortable with high seats and adjustable foot rests as they are older they will tire easily and appreciate a comfortable seat".

### **Examiner tip for students**

Where questions such as this one require an explanation, examiners are looking for links and reasons. Therefore it may help if you started your answer with 'the reason the escorted coach tours appeal to silver surfers is because ....' and then make the link between one of the appropriate given features of escorted tours to the characteristics of silver surfers or vice versa.

1ci

Over two thirds of students gained both marks available here and gave a range of unforeseen events – the most popular being earthquakes and tsunamis. Spelling errors were accepted. Some students did not gain a

mark where they stated 'volcano' – in itself a volcano is not an unforeseen event, volcanic eruption or ash cloud were accepted.

1cii

It was evident from the range of responses offered that some students really did not know this and gave inappropriate answers with one quarter failing to gain the mark. However these were in the minority, most students picked up the mark available, most commonly for terrorism or recession/credit crunch.

## **Question 2**

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

The specification lists all the destinations by category that students are expected to know the location of. Snowdonia is listed as a countryside area in the specification and is emboldened to indicate that first of all the geographical location of this national park should be known and that secondly the specific features that give the destination its appeal should be studied.

2a

This was not well answered by many and it was very disappointing to see one quarter of students could not place Snowdonia in Wales.

2b

Outline maps of the UK have appeared on previous papers. Different techniques to test students' knowledge of the location of destinations have been used. Sometimes students are supplied with the names of destinations across all categories to match with labels A-E; this series (as in 2013) students had to first of all know the names of countryside areas and be able to locate them. Geographical knowledge of tourist destinations and attractions underpins leisure and tourism qualifications however the vast majority of students demonstrated an absolute lack of knowledge not only on the names of countryside areas, including some of the UK's biggest national parks, but also the inability to locate them. Students seemed to know the names of some of the destinations in the other categories and their geographical location and 'had a guess'. For instance Glasgow was given as the Scottish destination, label B which was in fact Loch Lomond and the Trossachs and Newquay was a popular incorrect suggestion for label E - Dartmoor.

Where students had clearly studied the destinations listed in the specification scores were higher and many gained at least 4 out of possible 5 marks. Of those who knew countryside areas the most commonly unknown area was The Cotswolds.

2c

The question is in two parts and students were instructed to read both parts before answering. The question is testing students' knowledge of countryside areas such as Snowdonia their features and appeal to visitors.

2ci

This was not particularly well answered by many for a variety of reasons. Some students misread the question entirely and gave ways of looking after countryside areas for instance 'keep it clean and tidy'. Others gave generic features such as 'transport' or 'accommodation'. Around one quarter did not gain any marks. Some students did not even attempt this question and left the answer blank.

Better responses were seen from students who had clearly studied countryside areas and these frequently referred to specific features such as 'beautiful scenery', 'mountains', 'natural attractions' over half gained at least two marks.

2cii

This question required students to explain why the features identified in 2ci) contributed to the appeal of countryside areas. Those who misread the first part of the question struggled to gain marks here and tended to repeat what they had written. In some instances where generic features had been given in 2ci) students did score 1 or 2 marks by explaining appeal in relation to appropriate activities. Many wrote vaguely; for instance 'accommodation' – 'people need somewhere to stay'. Just under half did not gain any marks.

Where students explained why the appropriate features given in 2ci) gave countryside areas their appeal scores were better although only one quarter gained more than 2 marks. Some excellent responses, albeit a minority, were seen showing sound understanding and application:

"Peace and quiet appeals to people who go to countryside areas because they want to get away from the noise of the city. Green open spaces will appeal to families with small children because they can run around and play and have a picnic. The mountains like Snowdon are appealing because people can do exciting activities like rock climbing and hiking."

### **Question 3**

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

3a

Whilst many gained the mark available here, around half did not and gave a range of incorrect responses. The impact 'dual use facilities' is listed in the specification and clearly shown as a positive impact for local communities.

3b

This was a very popular straightforward matching response question and the vast majority gained the 3 marks available here.

3c

This question also tested QWC. Students are advised to take extra care with these questions.

This question required students to assess the possible benefits of ecotourism at Il Ngwesi eco-lodge with reference to the environment and the local people.

The majority of students engaged well with the scenario and attempted this question. A minority seemed uncertain what was required and re-wrote the information. Around half of students scored marks in Level 2 - 4 to 6 marks for responses that used the information and offered some kind of assessment/judgement. Overall the main weaknesses hindering achievement of the higher marks was a combination of poor exam technique and a limited ability to disseminate the information provided select the most relevant points and offer some interpretation.

For instance when considering impacts on the community -

At the levels students would write:

"The locals can get jobs and this improves their quality of life and tourism pays for education and healthcare". This shows limited understanding and analysis, relying on directly quoting from the stimulus with little development. There is no reason given as to why having a job will improve their quality of life or why education may be important.

At the higher level:

"A range of jobs are available for the locals such as guides and this is good because it means they will have an income and can use this to pay for food and to support their families. Furthermore money earned from the eco-lodge is invested into schemes that will improve their quality of life giving the children a better education and access to medical treatment. This is good as it will reduce poverty and the Maasai should have a better future from the eco tourism at Il Ngwesi lodge".

Here understanding is evident and the information given has been assessed – the student has made some judgements and interpreted the information rather than simply quoting or rewording it.

Good exam technique was shown where students used an appropriate structure with an introduction and a conclusion. Although in some instances, conclusions were simplistic and not really substantiated. Some students used symbols to indicate where they would start a new paragraph // or [.

Most students did consider both aspects – environment and the local people.

**Examiner Tip for students:**

Plan your answer where there is an asterisk \* QWC is tested. Make sure your answer has a beginning and an end and check your spelling, grammar and punctuation. 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, on this question evidence of assessment. Make links to the information given. Use phrases to show you are making a judgement 'I think this is good 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

This term is in the specification however over half of the students did not seem to know what it is and did not score any marks here.

4b

There were varying results for explanations of the term carbon offset. Over half of students failed to pick up any marks as they did not know the term. A surprising number gave suggestions relating to walking more or using the car less and did not answer the question. Some of the weaker responses referred to carbon rather than carbon dioxide and suggested it's 'what we let off' – understanding and the relation of emissions to the consequences of increased travel/air travel seemed limited.

Students needed to demonstrate that they understood 'offset'. Some students restated the phrase whereas better responses showed a clearer understanding by referring to 'compensating', or 'restoring the balance'. Many were able to give appropriate examples, mainly relating to airlines and tree planting schemes and air miles.

4c

Although various sustainability schemes are suggested in the specification and have also appeared on past papers it seemed that many students made an 'educated guess' here. Around half did not gain the mark. For those that did, the most popular correct response was the Green Tourism Business Scheme (GTBS).

4d

The question was another example of students demonstrating poor exam technique by not reading the question carefully. A significant number did not relate their advantages to organisations and destinations but instead wrote about the advantages of electric bikes for instance 'get fit', 'flattens hills' or general reference to 'carbon free/less pollution'. As seen in 3c, some just rewrote the information provided and did not score.

Better responses were seen where students started their response clearly focused on destinations.

For instance:

"One advantage for destinations using this network will be that they will be seen as being cleaner and greener as there will be less air pollution and also they will be quieter as the bikes won't make as much noise as cars. Also there should be less traffic congestion if people are out sightseeing by bike rather than driving their cars around".

Here the student has applied their response to the scenario and explained the advantages with some development.

Some excellent responses were also seen where students had realised the advantages for businesses hiring the bikes or offering re-charging:

“Organisations will be able to reach a wider audience and people who are perhaps not so fit will go there to use the electric bikes. This will increase their customer numbers; sales should also increase as people are likely to want refreshments or might buy something whilst waiting for their bikes to charge up. They can use their green image to gain good publicity and improve their reputation which should also bring in more customers and more money”.

**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 what you need to or may include such as ‘refer to features’ or ‘give an example’. When you have written your answer go back to the question and the words highlighted and cross check them against your answer. 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. In 4d) underlining ‘organisations’ and ‘destinations’ could have helped students focus their responses better.

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
- Know named specific features of the destinations emboldened in the specification and understand why they 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/iwant to/Pages/grade-boundaries.aspx>