



General Certificate of Secondary Education

Leisure and Tourism 4840

**Unit 1 Understanding Leisure and
Tourism Destinations**

Report on the Examination

2010 examination - June series

Further copies of this Report are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX

General

What was done well:

- Understanding how factors affect people's choice of holiday destination
- knowing examples of different visitor attractions
- knowing the appeal of different types of attraction for different customer types.

What could be improved:

- Understanding what a historic site is
- describing attractions within a UK National Park
- evaluating how well attractions meet the needs of different customer types.

Question 1

The majority of candidates successfully identified three reasons for travel: visiting friends & relatives, business travel and holidays.

Question 2

Most candidates could match transport types to the correct terminal/gateway; there were however a number of candidates unable to identify Eurostar with St Pancras.

Question 3

Many candidates could identify Thorpe Park and Parc Asterix as theme parks and also name a UK built attraction. Less well-known were the names of overseas sports/entertainment venues. Candidates should be able to clearly name UK and overseas examples of different types of visitor attractions, as required on page 9 of the Specification.

Question 4

The great majority of candidates correctly identified that Mediterranean Basin destinations are short-haul, and that flights to North and South America, SE Asia and Australia are long-haul.

Question 5

A great majority of candidates could identify that seasonal unemployment is a negative economic impact of tourism.

Question 6

This question set out to test candidates' understanding of what sustainable tourism means. A sizeable minority of candidates failed to appreciate that ensuring the effects of tourism are fair was the correct response.

Question 7

Most candidates could identify and correctly match the correct types of impact to attitudes expressed in a seaside resort.

Question 8

The appeal of different transport types for different types of customers is found on page 10 of the Specification and this question was successfully attempted by a vast majority of candidates.

Question 9

Part (a) required candidates to name an overseas historic site. Whilst many candidates were able to do this, a large number of responses showed candidates could not differentiate between historic sites and natural attractions, thereby losing marks here and in part (b).

Part (b) expected candidates to describe the range of leisure activities/facilities which help people enjoy visits to historic sites. The most successful candidates were able to give different activities and facilities found at a historic site, such as a visit to the Pyramids including taking a tour to appreciate the construction and history associated with the Pyramids; that these tour guides may be able to address tourists in different languages; that tourists may take photographs and enjoy a camel ride around the site. Weaker responses were typified by general responses about 'taking a tour' and writing about activities/facilities not specifically found at the attraction itself.

Question 10

The question asked candidates to analyse the factors affecting the holiday destination choice for a retired couple. To achieve high marks, candidates needed to link the factors to the specific customer type and a great many candidates did this well. Factors such as cost and accessibility were analysed in terms of a retired couple having a reduced income due to no longer being in employment, or needing a short-haul destination as it might prove cheaper and also less tiring or discomforting to sit on a plane for a lengthy period. At Level 1, candidates frequently failed to make explicit the particular factor, neither did they link these factors to the customer type identified in the question.

Question 11

Candidates had to evaluate how well one visitor attraction meets the needs of one customer type: teenagers, groups, mature adults or people with special needs. At the lower level of marks, candidates typically used a theme park and made attempts to say how a theme park met the needs of teenagers. Responses were generic and failed to address how well the attraction met the needs of the customer, e.g. 'Thorpe Park has thrilling rides and fast food restaurants'. To achieve into Level 2, candidates needed to give a clear description of what the attraction had done to meet the needs of the customer type and evaluate how well this provision met the needs. This was generally answered well where candidates focused on attractions other than theme parks and on customer types other than teenagers, e.g. 'London Eye pauses its ride briefly to allow mobility-impaired customers to board a capsule, which is great, however the safety rail inside the capsule is at eye level for those in wheelchairs, preventing a clear view, which is not so good'.

Question 12

Part (a) asked candidates to explain the meaning of *National Park*. Most candidates gained one mark for the concept of a protected area and a second mark for the idea of it having attractive scenery. Some responses gained a mark for the idea that National Parks are large areas of land used for recreation. Many candidates have the misconception that National Parks are owned by the government; this is incorrect and therefore does not gain credit.

Part (b) required the identification of one correct UK National Park from a map of the UK.

Part (c) required candidates to then describe the location of the National Park they named in part (b). Commonly, responses used ideas such as 'north-west' and 'south-east'. Less frequently candidates used county names or the proximity to a named nearby city. Candidates should be able to describe the location of one UK National Park, as required on page 9 of the Specification.

Question 13

This question asked students to name two different attractions within one National Park and describe their appeal for visitors. Candidates who knew two attractions within one National Park responded well here to gain the full six marks, for naming an attraction such as the "Beatrix Potter Exhibition - this is where visitors can see Potter's Tales like Peter Rabbit brought to life and enjoy an exhibition on Potter's life itself". Equally, physical attractions such as Cat Bells and Lake Windermere and their appeal were described to gain credit. It should be noted that many candidates gained no credit because they failed to name and describe attractions within a National Park, and instead mistakenly focused on activities in a National Park. Candidates should also be aware that attractions must fall within the boundaries of a National Park, not merely be nearby.

Question 14

The final question required candidates to evaluate the range of activities and attractions at a recommended overseas beach or seaside resort and their suitability for a young married couple. At Level 1, candidates wrote generically about a resort's typical activities and attractions such as a beach to relax on, water sports activities such as jet ski-ing or the market for souvenir hunting. At Level 2, candidates were generally better at creating a 'sense of place' (by naming and describing specific attractions at the resort and their associated activities) than they were at evaluating the suitability of attractions and activities for the customer. Evaluations were typified by the ideas of enjoying a romantic ambience or creating fun memories to share. Level 3 responses made detailed and specific links to the young married couple about particular attractions and how these would be suitable to the customer.

Overall recommendations

To raise the level of attainment in the future, candidates should:

- read the wording of questions carefully
- know the difference between visitor attractions and activities
- be able to evaluate how successfully attractions meet the needs of different customer types.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.