AQA

**General Certificate of Secondary Education
June 2011**

Leisure and Tourism   **48401**

(Specification 4840)

Unit 1: Understanding leisure and tourism destinations

Report on the Examination

General

What was done well:
- Describing leisure activities/facilities in a UK National Park
- Identifying the advantages of road and rail for tourists
- Identifying the different types of tourism impacts.

What could be improved:
- Explaining how factors affect choice of a beach (or seaside) resort
- Describing routes to destinations from a home area
- Truly comparing the advantages of travel modes.

Question 1

The vast majority of candidates successfully identified that the photograph was taken at a theme park visitor attraction.

Question 2

Many candidates gained one mark for identifying a historic site as a castle, cathedral or ancient site such as the Pyramids or Stonehenge. Another mark was gained by candidates who understood that a historic site is 'centuries' or 'thousands of years' old. Some candidates exemplified a historic site as where historical events occurred, e.g. the Somme battlefields.

Question 3

Many candidates could identify a major overseas sports/entertainment venue such as Madison Square Garden or Nou Camp stadium. Further marks were gained by most candidates for two correct location descriptions, e.g. Barcelona, Spain.

Question 4

The great majority of candidates correctly named a UK National Park. At Level 1, candidates wrote generally about activities such as walking, sailing or mountain-biking. Candidates accessed Level 2 by describing a range of activities and gained further credit for describing the places or accurately naming the facilities within the National Park, e.g. 'mountain-biking in Grizedale Forest and taking a steamboat cruise across Lake Windermere, visiting Dove Cottage to see the preserved home of William Wordsworth'.

Question 5

The vast majority of candidates could identify Mont Blanc as a short-haul destination.

Question 6

The question asked candidates to explain the factors affecting the choice of beach (or seaside) resort holiday. To achieve high marks, candidates needed to link the factors to the choice of a beach (or seaside) resort and some candidates did this well. Factors such as cost and accessibility were explained in terms of choosing a UK or short-haul resort such as Blackpool or Benidorm due to their lower travelling costs and shorter travelling time, for example. At Level 1, candidates frequently were not able to explain the particular factor, nor link these factors to the specified type of destination.

Question 7

Many candidates knew that sustainable tourism tries to protect current and future needs of host communities, and recognised that statements about sustainability not protecting the environment and only affecting overseas destinations were false.

Question 8

This question was about describing a route from a home area to a city destination. Many candidates needed to make clear where their home area is in order to have a precise start to their route. Candidates also needed to ensure their route reached into the city destination itself, not merely an orbital motorway such as the M25 in order to score full marks.

Question 9

This 12-mark question tested candidates' knowledge of an overseas city destination and how well they could apply this knowledge to the needs of a 20-year old student.

At Level 1, candidates wrote quite well about their chosen city but failed to make evaluative connections to the needs of the 20-year old student. Candidates at Level 2 made clear links to the needs of the student, often by making reference to how visiting the city would help studies, or as an opportunity to unwind after a busy term at university, for example. References to low cost activities being preferred by such customers (e.g. 'walking around Montmartre seeing all the artists costs nothing and so is ideal for students, who are often on a budget') also gained credit.

Candidates accessing Level 3 did so by making several detailed evaluative links to the needs of the 20-year-old student, often by referring to budgetary needs, references to specific learning opportunities as well as links to the age of the student (wanting to have a fun, enjoyable holiday with specific references to named entertainment venues, bars and nightclubs in the specific city destination) and/or by recognising that not all students are restricted by budget and so might 'enjoy relaxing in the elegant bars and cafes such as the Bivouac Bar with its trendy furniture overlooking the Arc de Triomphe'.

A number of candidates failed to gain credit for this question as they wrote about seaside resorts such as Benidorm. Coastal cities such as Barcelona and Los Angeles are acceptable here.

Question 10

Candidates often successfully matched types of tourism to the correct newspaper cutting about tourism impacts.

Question 11

Parts (a) and (b) were successfully attempted by most candidates.

Part (c) asked candidates to describe patterns shown by the statistical diagram showing the percentage of day visits to different types of destination at different times of the year. At Level 1, candidates generally picked up on patterns such as summertime being the busiest season for seaside coast and countryside, and that winter was the least popular season for all destinations. At Level 2, candidates did well by making good use of the data in clear descriptions such as 'visits to seaside coast are less than half that of visits to the countryside in the winter'.

Question 12

Candidates had to describe positive impacts of tourism on a leisure and tourism destination for this question. Marks were gained for clearly describing an impact and then clearly linking it to a destination. For example, 'jobs are created in the hotels and watersports facilities in Negril, Jamaica'.

Question 13

The final question required candidates to compare the advantages for tourists of travelling by road and by rail. This question was only about advantages - some candidates failed to appreciate this. At Level 1, candidates stated the advantages of travelling by road, such as personal space in a car and the freedom to travel without a timetable, or advantages of travelling by rail such as onboard facilities aboard trains meaning that comfort stops are not necessary.

Candidates who truly compared similar advantages gained credit at Level 2: 'having your own car means you can stop easily for refreshments and toilet needs, whereas train travel provides onboard buffet services and toilets so you do not have to stop'.

Overall recommendations

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

- read the wording of questions carefully
- attempt to evaluate how successfully destinations meet the needs of different customer types
- practise describing data patterns, making best use of the information shown on graphs and charts.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.

UMS conversion calculator www.aqa.org.uk/umsconversion