



**General Certificate of Secondary Education
June 2011**

Leisure and Tourism

48404

(Specification 4840)

**Unit 4: Investigating tourism destinations and
impacts**

Report on the Examination

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General

In this first year of submission for this unit, centres had chosen a variety of tasks and destinations to study. The best work came from candidates who had clearly set out at the start which controlled assessment task they were attempting and then divided their study into separate strands.

Strand A – How you planned and carried out your investigation

The assessment grid for this unit has a similar format to that for Unit 2. In this strand candidates need to cover three areas:

- where they got information from
- what information was gathered from each source
- why those sources were used.

Because of the nature of the tasks and choice of destinations much of the research and information gathering in this unit is from secondary sources, mainly using the internet. Candidates were generally able to outline where they had gathered information from, but as with Unit 2 some of the description of 'what' was collected was too simplistic. Comments such as 'information about what to do' and 'I used brochures to get some facts' were too general. When giving lists of websites candidates need to give examples of what information was gathered from each source.

To access marks at the top of Level 2 and into Level 3 candidates needed to explain why the chosen methods were used. Candidates who used websites because they 'were updated regularly with info like prices' and leaflets because they 'gave details about specific events' gained well deserved credit. Whereas comments such as 'because they gave lots of info' gained little, if any credit.

Summary

- Candidates did well at identifying their sources of information.
- Many candidates needed to include more detail about exactly what information was gathered from each source.
- The justification as to why certain sources were used was generally the weakest element of the strand and needs to be much more detailed to score highly.

Strand B – Where the chosen destination is located

In general this strand was not completed as well as expected. The location only needs to be described. Candidates who suggest how people can get there will gain no credit as this is the main requirement of Strand D. The destination needs to be located by maps, by descriptions or by both. In many cases candidates simply located the country as a whole (when the destination was a resort or area within the country) which was too brief. There must be some reference to where the chosen destination is in relation to the UK. This is explicit in the assessment grid, yet missed by many candidates. 'Autoroute' type descriptions taken from Google, of routes from the candidate's own area or house to the resort are not what is needed and will gain no credit.

Summary

- Destinations need to be clearly located in relation to the UK, or within the UK if the area is a UK destination.
- Candidates should not waste time describing how to get there.

Strand C – The suitability of available attractions and activities

This strand attracted mixed responses from candidates. Those who described a variety of attractions/activities and related their suitability to the target group of travellers, such as families, did well in this strand. Candidates who simply described a whole host of attractions/activities without any link to the group going on the holiday package fared less well. One of the key terms in the assessment grid in Strand C is 'suitability'. Centres need to make sure that candidates know how to address this point in their work. Having described the attractions/activities on offer and related these to the target group, candidates would be in a good position to come to some conclusions about which activities are best for the group or comment on the range of attractions/activities available.

Summary

- Candidates need to make sure that they comment on the suitability of the attractions/activities they suggest for the target group of people.
- Candidates who related their suggested itinerary to the target group did very well in this strand.
- To access Level 3 candidates need to draw conclusions about the attractions/activities on offer.

Strand D – The suitability of available travel options to the destination

This strand was relatively weakly completed; it often included too much 'copy and paste' material and insufficient explanation. Candidates need to choose 2 or 3 travel options, not necessarily using different modes of transport. Some candidates chose totally inappropriate ways to get to the destination as it seemed they had, wrongly, been instructed by some centres to look at road transport, air travel and sea travel. Writing about an impossible 2 month road route from the UK to places like the Maldives or Australia gained little credit. Candidates need to write about practical methods that are actually used by tourists. In the case of long-haul destinations a choice of different air routes would be the most practical way to get to the resort/area. Candidates who described a variety of direct and non-direct flights at different times of day or week would gain more marks than those who chose a variety of impractical methods of transport. To access marks at Level 2 and into Level 3 candidates need to draw some conclusions as to which they would see as the best, or more practical, option. At Level 3 there also needs to be some evaluation of the method of travel.

Summary

- Candidates need to concentrate on practical transport routes.
- Candidates need to be encouraged to draw conclusions about the suitability of travel options for the target group involved.

Strand E – The impacts of the package/programme on the destination

In this strand some candidates gave excellent responses. The impacts were outlined and then related to specific examples within the destination. Some centres had clearly prepared candidates well for this strand as impacts were often categorised as economic, environmental and cultural and localised examples of each were given.

Candidates who wrote about impacts in general terms such as 'pollution' and gave superficial information about cars causing fumes which would 'harm the environment' scored very low marks. The impacts need to relate specifically to the chosen area/destination.

Summary

- Candidates who related impacts to the chosen area/destination scored well.
- Candidates who wrote in general terms about pollution scored very low marks.
- It helped candidates to split the impacts into economic, cultural and environmental.

Strand F – Why the recommendation is an example of responsible tourism

There were some excellent responses to this strand. Candidates who described measures that tourists could adopt to be responsible on the journey and at their chosen destination gained high marks. Those who described general responsible ways that any tourist could use to travel to any destination fared less well and often had their marks further reduced at moderation. This strand needs to be about more than hotels not washing towels and focus on practical ways tourists can be responsible at the resort studied. Local initiatives about power sources and use, waste disposal, building construction and care for the local environment gained good marks. Policies by airlines as the chosen provider from Strand D also gained credit. Candidates need to be encouraged to be specific about their chosen destination and use located examples where possible.

Summary

- When candidates used local examples of what was responsible about their package marks were very good.
- General points on responsible tourism tended to be marked down at moderation as many were not relevant to the package described.

Mark Ranges and Award of Grades

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