



**General Certificate of Secondary Education  
January 2012**

**Leisure and Tourism**

**48401**

**(Specification 4840)**

**Unit 1: Understanding leisure and tourism  
destinations**

***Report on the Examination***

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## **General**

### **What was done well:**

- Describing the appeal of attractions in city destinations
- Explaining advantages and disadvantages of travelling by rail
- Describing attractions and activities available for visitors to a UK National Park
- Explaining how factors influence a person's choice of holiday destination.

### **What could be improved:**

- Candidates using their knowledge of transport provision to describe routes to destinations from their home area
- Evaluating how well attractions and activities meet the needs of customer types
- Candidates applying their knowledge and understanding of leisure and tourism destinations to help analyse tourism data.

### **Question 1**

The vast majority of candidates successfully identified the photograph as a built attraction.

### **Question 2**

Many candidates gained a mark for either identifying a natural attraction by type - e.g. waterfall or mountain or by exemplification - e.g. the Giant's Causeway or Mt. Everest. Some candidates described such attractions as being 'beautiful' for a further mark, or pointed out that natural attractions attract 'many tourists'.

### **Question 3**

Many candidates gained marks for knowing London gateways into the UK - St. Pancras for EuroStar; City or Stansted for air travel and Victoria for tourists arriving by coach.

### **Question 4**

Many candidates were able to identify UK beach and/or National Park destinations. Most candidates could name an overseas ski/snowsports resort. Some candidates did not appreciate that Edinburgh and Barcelona are city destinations.

### **Question 5(a)**

The vast majority of candidates correctly stated that a short-haul destination was within approximately 3-4 hours, or less, flying time from the UK for one mark. Many candidates gained further credit by describing the geographical limit as being 'within Europe and the Mediterranean Basin' or by using example destinations such as 'in France' or 'Rome'.

### **Question 5(b)**

Candidates were asked to describe the appeal of two visitor attractions within one city destination. Most candidates were able to name two attractions and gain some further credit by describing the appeal of each attraction for up to a further two marks each. Successful descriptions included such ideas as 'seeing landmarks such as Big Ben from the top of the London Eye' and 'the 4D experience visitors enjoy before riding the Eye itself'. Other credit-worthy responses included describing the appeal of 'seeing famous works of art such as the Mona Lisa'. Generic descriptions of facilities such as access ramps, baby changing rooms and restaurants did not gain credit.

### **Question 6**

This question was about describing a route from the candidate's home area to an overseas city destination. Candidates scored well when they successfully applied their knowledge of transport routes used by tourists to move around and leave the UK as well as to one of the overseas destination examples they had studied. Candidates need to be clear about where their home area is in order to have a precise start to their route. Candidates also need to ensure that their route reaches **into** the city destination itself, i.e. not ending at the nearest international airport.

### **Question 7**

The question asked candidates to explain the factors influencing the choice of holiday destination for Ben, an art college student, depicted in Figure 3. To achieve high marks, candidates needed to clearly link their explanation of factors (such as cost, accessibility and personal interests and tastes) to Ben, perhaps in terms of his education, his interest in architecture and arts generally or of his friends living in Paris. Successful candidates wrote three clear responses (one per factor) such as 'Ben won't have to spend a lot of money on accommodation because he will be able to stay with friends which will bring the cost of the holiday down, as he would not have a lot of money being a college student'; in this example explaining how the factor of cost is related to Ben's circumstances as a student.

### **Question 8**

The question asked candidates to evaluate how successfully the range of leisure activities and visitor attractions available to visitors in a UK National Park would meet the needs of a group of mature adults.

At Level 1 (up to 4 marks of the possible 12), candidates wrote in simple terms about activities such as walking, sailing or viewing scenery that are generally found in any National Park, without reference to the customer type or displaying clear place-specific knowledge. Candidates accessed Level 2 (5-8 marks) by describing place specific activities and attractions, e.g. 'bird-watching in Grizedale Forest and taking a steamboat cruise across Lake Windermere, visiting Dove Cottage to see the preserved home of William Wordsworth'. Further references to the needs of the group of mature adults earned higher credit within Level 2, 'the group could relax together on a pre-booked excursion on a Windermere Steamer, with a discount if they book as a group which would be a good saving'. At Level 3 (9-12 marks), stronger candidates were able to give highly detailed descriptions of activities and clearly link these to the needs of the group of mature adults.

### **Question 9**

This question required candidates to explain the advantages and disadvantages for tourists of travelling by rail. At Level 1 (up to 4 marks), candidates simply stated advantages for rail travel such as 'room to get up and walk around' and the facilities onboard such as catering and toilets as well as some disadvantages such as fixed timetables and sometimes cramped conditions. Candidates who clearly explained advantages and disadvantages gained marks in Level 2 (5-8 marks) for responses such as 'some trains have charging points so businesspeople can work on their laptop during the journey' and 'trains have fixed timetables so if you miss your train, you will have to wait until the next scheduled departure'.

### **Question 10**

Many candidates successfully listed three reasons why people travel to destinations, other than for holidays. Candidates should be reminded that in the context of this Specification 'visiting friends' and 'visiting relatives' only earns one mark for the idea of VFR which is a single purpose of tourism. Similarly, business travel and travel for work are expressions of the same purpose.

### **Question 11**

This question asked candidates to analyse the information shown in the figure (Figure 5) about the percentages of destination types used for all visits and for holidays in England. At Level 1 (1-3 marks), candidates typically picked up on patterns such as the seaside resort being the most popular destination type for holidays and cities being most popular for all visits. Use of the data itself helped candidates score full marks at Level 1. The most successful candidates made good use of the information in Figure 5 to access Level 2 by clearly analysing the information to show patterns - e.g. 'a third of all holidays were to the seaside, whilst the percentage of holidays to the countryside and small towns were broadly similar'.

### **Question 12**

The final question required candidates to match types of visitor attraction to specific descriptions of such types. The vast majority of candidates were successful at this.

### **Overall recommendations**

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

- describe routes that reach into named destinations they have studied
- evaluate how successfully attractions and activities meet the needs of different customer types
- use practice gained during their course to analyse leisure and tourism data patterns.

### **Mark Ranges and Award of Grades**

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

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