



**General Certificate of Secondary Education
June 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:

- Linking factors affecting tourism choices to adults
- Describing what overseas seaside resorts offer families with children
- Describing facilities/activities at UK natural attractions.

What could be improved:

- Knowledge of UK gateways, terminals and routes
- Appreciation of the scale of a natural attraction
- Understanding of the range of impacts tourism has on destinations.

Question 1

The majority of candidates identified Paris as the short-haul destination on the map.

Question 2

The majority of candidates were able to gain simple credit for stating that long-haul destinations are further from the UK than Europe and the Mediterranean Basin, or that long-haul flights typically last longer than 5-6 hours. Candidates also gained credit for exemplifying destinations such as Goa or Sydney.

Question 3

The majority of candidates understood that footpath erosion is a negative environmental impact of tourism.

Question 4

The majority of candidates understood that ecotourism is about managing tourism to preserve the environment.

Question 5

For part (a) this question required candidates to match key terms to their appropriate definition. *Cost* was the factor that affects people's choice of destinations, *social* was the type of tourism impact and *couples* was the type of customer. Most candidates selected at least two of the three responses correctly.

Similarly (to part (a)), in part (b) many candidates correctly identified that museums and galleries are examples of built attractions, and that people living in the UK who visit UK destinations are domestic tourists.

Question 6

This question examined candidates' knowledge of ports, gateways and major routes around the UK. Some candidates correctly identified Dover (or Folkestone) as the Channel port, and Gatwick was also often correctly identified. Less well known and often incorrectly identified were the M4 motorway and the port of Holyhead. The Specification (p.10) requires candidates to learn about principal transport modes, routes, terminals and gateways used by domestic and international tourists to move around, enter and leave the UK, as well as to the destination examples candidates study specifically for this unit. Centres should ensure candidates are thoroughly prepared for this type of question.

Question 7

The question asked candidates to describe what an overseas seaside resort offered to families with children. At Level 1, candidates offered basic descriptions such as a 'sandy beach to play on' or (restaurants) offer 'children-friendly menus'. To achieve at Level 2, candidates needed to show clear and specific place knowledge and/or how the resort provided specifically for families with children. Examples were well described at this Level, indicating good teaching and learning of case studies, such as 'Praia da Luz, has Aqualandia Water Park with a Children's Paradise pool for younger children'. Centres should ensure that candidates understand that they may need to differentiate between UK and overseas seaside resorts. Candidates are required to study examples of UK and overseas resorts. Candidates who in this instance answered about the UK were limited to Level 1 only.

Question 8

In part (a) this response required candidates to identify a UK natural attraction. Typically correct responses included Snowdon, High Force waterfall, Lake Windermere lake, the Giants' Causeway and Durdle Door. Many candidates incorrectly identified an attraction at too large a scale such as Snowdonia, the New Forest, the Jurassic Coast or the River Thames. These are at too great a scale to pick out as being one feature. The examples in the Specification (p.10) include waterfalls, mountains and valleys.

In part (b) candidates who correctly identified a feature in 8(a) could access the full mark range for this question, for example by describing that Snowdon has several paths to the summit, including the Pyg and Miner's Tracks, that there is a mountain railway for those who do not wish to walk to the summit themselves and that the Hafod Eryri visitor centre offers a chance to take in the views whilst enjoying refreshments and buying related souvenirs. It is important to note that candidates who incorrectly identified a natural feature at the wrong scale were limited to only two marks maximum from the four marks available here.

Question 9

The question required candidates to respond to a range of factors, applying these to an adult known to the candidate, and the choice of that adult's holiday destination. Weaker answers made simple reference to how people chose holidays such as 'weather and climate helped Dave to choose somewhere hot to enjoy the sunshine'; complete responses were typified by clearly explaining the link to the named adult such as 'Dave chose Turkey as he wants guaranteed sunshine to enjoy the beach and relax in the hot sun, because he wants to get a good tan'.

Question 10

This question challenged candidates to explain the impacts of tourism on destinations. There were three levels of response for which marks were awarded. At Level 1, answers were basic and lacked a sense of place; Level 1 responses were more descriptive than explanatory. At Level 2, candidates began to explain some impacts at destinations, such as 'noise and late night rowdiness in Benidorm disrupts local residents' sleep, which is a negative social impact'. Further explanation of different impacts on places helped candidates secure higher marks at Level 2. To achieve Level 3, candidates needed to explain impacts in detail, using identified examples at more than one place. Responses at Level 3 considered impacts in detail such as the negative environmental impacts of safari tourism in Kenya, social impacts of tourism in beach destinations such as in the Gambia and the economic impacts of seasonal tourism at UK seaside resorts.

Question 11

One million visitors was the only accepted answer to this question.

Question 12

Candidates were asked to suggest why cities such as London and Rome are popular tourist destinations. This question did not require candidates to have specific knowledge of London or Rome; acceptable suggestions included the range of attractions that large cities have, with further marks for exemplification such as Bath has many attractions, for example the Roman Baths and Bath Abbey. Other credited suggestions included the range of accommodation that large cities offer, the very accessible nature of large cities with good transport links and the wide range of foods available. References to experiencing different cultures and the uniqueness of capital cities were also accepted.

Question 13

This question required candidates to suggest reasons for a youth football team and their manager to travel by minibus. This was answered well by the majority of candidates who suggested reasons such as the ability to all travel together, to arrive together, to relieve parents of transport duties, the cheaper cost of travelling in one vehicle and the reduced emissions resulting from one vehicle. Ideas such as engendering team spirit and reducing impact of noise from a teenage group on other passengers by rail or bus also gained credit.

Question 14

Candidates were asked to compare the advantages for a family with children travelling to Europe by rail and air. At low and mid Level 1, candidates tended to offer lists of reasons why rail or air was best without making comparisons. Candidates could achieve high Level 1 for a simple, attempted comparison of advantages such as ‘trains have buffet trolleys, and planes have stewardesses with trolleys as well’. At Level 2, true comparisons were made, in terms of comfort, baggage handling, duration of the journey and convenience.

Question 15

The historic site question required a definition of this key term in leisure and tourism. Credit was gained for the idea of old, aged over a hundred years or so, for showing an understanding of its heritage value or for exemplification, either by type or by giving a named example, such as a castle or the Tower of London.

Mark Ranges and Award of Grades

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