



**General Certificate of Secondary Education
June 2012**

Leisure and Tourism

48404

(Specification 4840)

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

Report on the Examination

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General

The controlled tasks for 2012 were the same as those for the 2011 exam. The best work came from candidates who clearly stated at the start which controlled 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 is set out in a similar way 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.

Candidates were usually 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 was there' and 'I used brochures to get some information' were too general. Candidates needed to clearly describe 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 information like prices' and leaflets 'because they gave details about specific events' gained well deserved credit. Once again, comments such as 'because they gave lots of information' gained little credit.

Summary

- Many candidates clearly identified **where** they got information from.
- Candidates need to describe clearly and exactly **what** information was gathered from each source.
- The justification of **why** certain sources were used needs to be explicitly clear.

Strand B – Where the chosen destination is located

In this strand candidates need to describe the location of the chosen destination.

The destination needs to be located using maps or written descriptions, or by both. For overseas destinations, many candidates still just located the country as a whole, when the destination was a resort or area within the country. In the UK, National Parks were often located in detail, yet no mention was made of the actual destinations within them, such as Keswick or Ambleside. Some candidates gave details of how to get there, which gained no credit in this strand.

Summary

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

Strand C – The suitability of available attractions and activities

In this strand candidates have to describe and comment on the suitability of a variety of attractions and activities available in the chosen destination.

There was a mixed response from candidates in this strand. Candidates who simply described a whole host of attractions/activities, without any link to the group going on the holiday package, gained little credit. 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.

The better work tended to come from candidates who identified the group or target market for their holiday and then related the activities they had chosen to that target group. This approach had two distinct advantages. First it meant that candidates described a smaller, but more manageable, variety of activities suitable for the group rather than a blanket coverage of everything on offer. Secondly it meant that the 'suitability' of the activities/attractions for the group was being commented upon.

Having described the attractions/activities on offer and related these to the target group, candidates were then in a good position to come to some conclusions about the range of attractions/activities available.

Summary

- Candidates need to choose a variety of attractions/activities, not blanket cover everything available in an area.
- Candidates who related their suggested itinerary to the chosen target group did very well in this strand.

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

In this strand candidates need to explain the suitability of a variety of travel options to the destination and attempt to draw conclusions.

This strand was generally completed to a higher standard than in 2011 as candidates generally chose practical and realistic options for transport that visitors could use to get to the destination. The better work came from candidates who chose two or three travel options, not necessarily using different modes of transport. They wrote about practical methods that would be used by tourists. In the case of long haul destinations a choice of different air routes was the most practical set of ways to get to the resort/area. Candidates who described a variety of direct and non-direct flights at different times of day or week gained more marks than those who chose a variety of impractical methods of transport that significant numbers of tourists do not actually use.

To access marks at Level 2 and into Level 3 candidates need to draw some conclusions as to which they consider to be the best, or most practical, option. At Level 3 there also needs to be some evaluation of the method of travel. A paragraph at the end of the strand in which candidates recommended one of the travel options, then described and explained why it was the best option for the target group of people, often successfully covered the evaluation and conclusion elements required.

Summary

- Candidates need to concentrate on practical transport routes.
- Candidates should draw conclusions as to which route they think best for the target group involved.

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

In this strand candidates need to describe some impacts of the travel option on the destination and attempt some evaluation.

There were some excellent responses. In these, impacts were outlined and then related to specific examples within the destination. Most centres clearly prepared candidates well for this strand, as impacts were often categorised into economic, environmental and cultural and then localised examples of these were given.

The impacts related specifically to the chosen area/destination and gained deserved credit, with some excellent work.

Summary

- Candidates who related impacts to the chosen area/destination did well in this strand.
- It helped candidates to split the impacts into economic, cultural and environmental.

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

In this strand candidates need to explain why the recommended package is an example of responsible tourism.

Once again there were some excellent responses. In many of the studies sampled, Strands E and F were the better sections.

Candidates who described measures that tourists could use to behave responsibly on the journey and at their chosen destination gained high marks. Those who described in general ways that any tourist could behave responsibly in any destination fared less well and had their marks reduced at moderation.

Detail about how the recommended package would use local guides, about choice of hotels because of building construction (for example, using locally sourced materials) and including specific details on how the visitors should care for the local environment gained good marks. Candidates need to be specific about their chosen destination and use specific examples from their package, rather than write about how tourists could be responsible when visiting destinations in general. In some cases, work covered plans to make the destination or airline more responsible in the future; such work gained little credit.

Summary

- When candidates used local examples of what was responsible about their package marks were often very good.
- General points on responsible tourism taken directly from textbooks are insufficiently specific.
- Future plans to make destinations more sustainable are not required and gained little credit.

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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