



**General Certificate of Secondary Education
June 2011**

Leisure and Tourism 48401

(Specification 4840)

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

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

Copyright

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Question	Expected response	Marks	AOs
1	Theme park	1	AO1
2	<p>Point marked. One mark for the idea of old/from the past, one mark for the idea of a structure or past event (e.g. battle) or this may be exemplified by type (e.g. castle) or example (Warwick castle).</p> <p>This means an old (1) building or monument (1) such as Warwick Castle / Somme battlefields (1).</p>	2	AO1
3	<p>Point marked. If UK score 0. One mark for correctly named overseas venue. Two marks for elements correctly describing location, of clearly identifiable venue without repeating venue name. Credit Sydney (1) Opera House (1) as special case with one further location mark allowed.</p> <p>e.g. Beijing National stadium</p> <p>Located in the Olympic Green (1) in China (1).</p>	1 + 2	AO1
4	<p>Do not credit Theme Parks or anything other than National Parks. One mark for name of any of the UK's National Parks:</p> <p>Cairngorms, Loch Lomond and the Trossachs (accept just Loch Lomond or just Trossachs), Northumberland, Lake District (accept Lakes), <u>Snowdonia</u> (do not accept Snowdon), Broads (accept Norfolk Broads), <u>Pembrokeshire Coast</u> (not just Pembrokeshire), <u>Brecon Beacons</u> (not just Brecon or Beacons), Exmoor, Dartmoor, New Forest, Peak District, North York Moors, Yorkshire Dales, South Downs.</p> <p>Levels of response</p> <p>Level 1 – Basic There are big lakes to go canoeing on (1) and rocky crags to climb on (2).</p> <p>Level 2 – Clear Range & sense of place Range is the trigger for Level 2, a clear sense of place accesses top of this level. Lakes like Windermere offer activities such as sailing as well as pleasure cruises on steamboats (3); climbers can enjoy the challenge of climbing crags (4) such as Sca Fell (5).</p>	<p>1 + 5</p> <p>1 – 2</p> <p>3 – 5</p>	AO1

5	Point marked Ring must clearly identify Mont Blanc . No marks if more than one ring drawn.	1	AO1
6	<p>Levels of response</p> <p>Level 1 – Basic Simple statements likely of factors that affect choice of resort. At least two factors are identified and for 3 marks one factor is clearly explained.</p> <p>Cost. The group may prefer a Mediterranean to a Caribbean resort as the overall cost of the holiday will be less (1 mark).</p> <p>Level 2 – Clear At least two factors clearly explained. Clear explanation of factor/factors affecting <u>choice</u> of a beach (seaside) resort. For full marks at Level 2, all three factors will be explained.</p> <p>Possible response Cost. Beach holidays to short-haul destinations like Rimini in Italy may be preferred by some holidaymakers as the costs associated with flying to long-haul destinations like Negril in Jamaica will not be as great (3).</p> <p>Range of products & services Some people will be likely to choose a resort with a wide range of beach activities and facilities such as watersports and beach bars (4). Some people may wish to become more skilled at a sport such as windsurfing and choose a resort that caters for this (5).</p> <p>Personal interests and tastes Some people may choose a quieter type of resort with more cultural excursions, and other holiday makers want a lively resort because they love the nightlife (6) such as a resort like Mykonos.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2
7	<p>Point marked. All three ticks must be correct.</p> <p>Sustainable tourism protects the current and future needs of host communities. True</p> <p>Sustainable tourism does not protect the environment. False</p> <p>Sustainable tourism only affects overseas destinations. False</p>	3	AO1

8	<p>Point marked. No mark for naming city destination. Routes should have a start point, a correct second leg and reach the named destination.</p> <p>e.g. Paris Leave Portsmouth by rail to Waterloo (1). Cross by tube to London St Pancras International (2), travel to Paris Gare du Nord (3).</p>	3	AO1
9	<p>Evaluation must respond to the customer type identified - or limit marks to L1. Suitability may relate to type of activities, costs and appeal to this 20 year old student. Responses may be 'un-stereotypical' at Level 3.</p> <p>Levels of response</p> <p>Level 1 – Basic Simple statements of how well the activities and visitor attractions are suited to the 20 year old student. Likely to be a generic response. Written expression is basic or meaning is unclear. Top L1 will make some attempt to evaluate how well needs are met, for example by simple assertion.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p>Possible response <i>Brussels</i> <i>There is the Atomium that the student could visit (1). They could also walk around the Grand Place looking at the Flemish architecture (2). There are fixed price menus at restaurants around the Bourse which would be good if she is on a budget.(3)</i></p> <p>Level 2 – Clear Clear evaluation of how well the destination city specifically suits the 20 year old student. For top L2 marks, a range of activities / attractions may be expected and written expression will be clear in conveying meaning.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication. <i>Brussels would be ideal for a student as it is a</i></p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO2 AO3</p>

	<p><i>compact city which is easy to walk around, or use the Metro and trams, as they will probably be using public transport if on a budget (5). There is the Atomium to explore, which would be ideal for the student as it is a funky looking building with a great view across the city (6). From here, it is a couple of minutes to Mini-Europa, with a multi-screen cinema and several buzzing bars and cafes which would be good if she wanted to meet other students. (7)</i></p> <p><i>In central Brussels there is Grand Place which is an excellent place to spend an evening. The Hotel de Ville is lit up in the summer months, making a night time walk a memorable event which would be worth considering (8).</i></p> <p>Level 3 – Detailed evaluation Detailed evaluation of how well the destination city specifically suits the 20 year old student. At L3, a range of activities / attractions will be discussed and responses may not be stereotypical. Written expression will be clear in conveying meaning.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p> <p>The Galeries Agora is a trendy galleria which has several cocktail bars which would be fantastic for a 20 year old student looking to spend some time in, getting to know the local night scene. (9) Not far from here is the Musees Royaux des Beaux Arts which would be ideal if she was studying fine arts and wanted to see Flemish painters such as Brueghel and Rubens (10). Both the Galeries and the museum would be super places to visit if the weather was not too good as they are indoor attractions (11) but the Museum charges a few euros entry fee, which should be affordable even if she is on a budget, so she could still visit there (12).</p>	9 – 12	
10	<p>Point marked. Do not credit if more than one letter for each type.</p> <p>Positive Environmental C Positive Social B Negative Economic D Positive Economic A</p>	3	AO2

11(a)	24	1	AO1
11(b)	Autumn	1	AO1
11(c)	<p>Levels of response</p> <p>Level 1 – Basic Simple patterns Most visits take place in the summer season (1). Seaside coasts are the most popular in Spring and Summer (2). Towns and cities are the most popular destinations in the wintertime. (3)</p> <p>Level 2 – Clear Describes patterns using the data shown in Figure 5.</p> <p>Overall Tourism Day Visits in England and visits to inland towns and cities were taken relatively similarly throughout the year (4). However, the volume of visits to many other destinations altered greatly according to season (5). Almost 70% of England Tourism Day Visits to seaside coastal areas were made during the Spring and Summer period, dropping to just 6% in Winter (6).</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3
12	<p>Point marked. For each impact (social, environmental, economic), up to two points per description of a positive impact, 3rd point only for the link to the destination.</p> <p>e.g. Tourism creates positive economic impacts such as extra jobs (1) in the TIC (2) outside Portsmouth's Historic Dockyard. (3)</p> <p>The waterfront in Old Portsmouth (1) used to be quite rundown but the number of tourists visiting has meant the area has been improved, now the cobblestones have been renewed (2) and benches and viewpoint panoramas created (3) for tourists to sit and enjoy the views.</p>	6 (2 x 3)	AO1
13	<p>Levels of response</p> <p>Level 1 – Basic Simple advantages advanced. "Cheaper" or "quicker" not allowed without clarification. Could be listy or simple juxtaposition rather than comparison.</p> <p>Possible response Car is more comfortable (1), railways go directly into stations in city centres (2). Cars carry a lot of</p>	1 – 3	AO2

	<p>luggage (3).</p> <p>Level 2 – Clear Clear developed comparison/s of advantages of road with rail - two advantages for full marks.</p> <p>Possible response Road travel means you can deviate to avoid congestion (4) but because railway stations are in city centres, traffic congestion is not a problem for rail travel (5). Fuel costs can be cheap for a car with four or five passengers, however, family rail tickets mean rail travel is cost-effective also.(6)</p>	4 – 6	
--	---	--------------	--