**Unit 9: Visitor Attractions Assignment Guidance**

Learning Aim: **A:** Investigate the nature, role and appeal of visitor attractions

You have been asked to choose **two contrasting visitor attractions** selected from:

* One built attraction and one natural attraction
* One built attraction and one event
* One natural attraction and one event

The visitor attractions you choose must be very different from one another, in terms of scale (especially ownership), scope and appeal.

You may choose two from the following options (please make sure that your chosen two attractions have different ownership structure e,g, public and private, you may **not** choose two from the same category e.g. private and private.

Built Attractions:

* Longleat (Private)
* The Mary Rose Trust (Voluntary)
* Stonehenge (Public)
* London Zoo (Voluntary)
* Wisley Gardens (Voluntary)
* The Natural History Museum (Voluntary)

Events:

* Boardmasters (Private)
* Glastonbury Music Festival (Private)
* Edinburgh Fringe Festival (Voluntary)
* Wimbledon (Private)

Natural Attractions:

* Alice Holt (Public)
* Snowdonia National Park (Public)
* Heights of Abraham (Private)
* Wookey Hole (Private)

Once you have chosen your two attractions, please check with Helen or Jim to make sure that they are contrasting enough in ownership, scope and appeal.

Produce a PowerPoint presentation with relevant images, speaker notes and source references to present to your teacher when requested.

Make sure you cover all of the following information in your presentations.

Unit 9 Assignment A Checklist

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| Content | Attraction 1 | Attraction 2 |
| Introduction –   * where is it? * what type of attraction is it? * visitor numbers per year and any other statistics you think are useful. |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| What is the appeal of the destination –   * who does it appeal to (different visitor types) * why does it appeal to them. * Could consider overseas vs domestic tourists. * Could it appeal to other visitor types? (scope) |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| What type of funding does it have –   * Explain the types of funding. * statistics and evidence. * Does it have additional funding e.g. gift shop, events, merchandise, restaurant etc. |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| What is the scale of the attraction?   * Is it international, national, regional or local? * Large/small/complex/ simple |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| What is the scope of the attraction?   * Has it developed, diversified or regenerated? * Does it have room for further expansion? |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| How does it contribute to the local economy?   * Employment * Be specific – name local areas and the contribution. |  |  |
| * Why it is important for the local economy? * To what extent e.g. is it the biggest attraction in the local area? * Is it the biggest employer or is it just seasonal employment) |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| How does it contribute to the national economy?   * Taxes * National interest e.g. is it one of the largest attractions in the UK? |  |  |
| Why is it important for the national economy?   * To what extent e.g. is it part of a chain of attractions? * Does it attract a lot of overseas tourists? |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |
| Is there a positive multiplier effect?   * Diagram of positive multiplier * Explanation linked to your attraction |  |  |
| Compare and contrast both attractions, using researched evidence to justify your reasons |  | |

Within your presentation you need to cover the Pass, Merit and Distinction criteria. The following guide describes what is required for each criteria:

**Pass**

A basic explanation of two contrasting attractions, limited explanation on appeal and how they are funded through different ownership.

Limited details of the scale, scope and appeal of the two attractions.

Basic details on their contribution to the local and national economy, with few statistics or figures, limited research evident.

Not all areas covered in detailed, missing sections, little reference to research materials, lots of description and limited explanation. No reference list supplied.

**Merit**

A balanced analysis of the appeal of two attractions with clear interpretation and understanding shown of how they are funded and the importance of the attraction to the local and national economy. Clear use of statistical data used and trends/interrelationships identified and analysed in detail. Clear analysis of the scope, scale and appeal of each attraction with applied use and interpretation of researched evidence and statistics used. All areas covered in detailed, no missing sections, good usage of research materials, good analysis of each section. Reference list supplied but may not be the Harvard method.

**Distinction**

Thorough evaluation of the appeal of two attractions, with clear evaluation and understanding shown of how they are funded and the importance of the attraction to the local and national economy. An in-depth understanding of scope and scale shown. Appropriate evidence and data researched and used to support conclusions and to give justified reasons to these. All sections evaluated in detail with relevant justified conclusions, no missing sections, excellent usage of research materials and statistics, detailed analysis of each section. Reference list supplied using the Harvard method.

**BTEC Assessment Criteria Glossary**

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| **Term** | **Definition** |
| **Evaluate** | Learners’ work draws on varied information, themes  or concepts to consider aspects such as:  • strengths or weaknesses  • advantages or disadvantages  • alternative actions  • relevance or significance.  Learners’ enquiries should lead to a supported  judgement showing relationship to its context. This  will often be in a conclusion.  Evidence will often be written but could be through  presentation or activity. |
| **Analyse** | Learners present the outcome of methodical and  detailed examination either:  • breaking down a theme, topic or situation in order  to interpret and study the interrelationships  between the parts and/or  • of information or data to interpret and study key  trends and interrelationships.  Analysis could be through activity, practice, written  or verbal presentation. |
| **Explain** | Learners provide detail and reasons and/or evidence  to support an opinion, view or argument. |
| **Examine** | Learners select and apply knowledge to less familiar  contexts. |