



**General Certificate of Education (A-level) Applied  
June 2011**

**Travel and Tourism**

**TT11**

**(Specification  
8651/8653/8656/8657/8659)**

**Unit 11: Impacts of Tourism**

***Report on the Examination***

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## General Comments

This unit has preliminary material (PM) available to candidates prior to the examination. The PM was based on the Maldives.

The paper is synoptic and so those entered are expected to have experienced a wide coverage of the Specification prior to entry for the unit, but not necessarily a prior study of the areas covered in the PM. There should be adequate preparation for this unit otherwise candidates are likely to be at a disadvantage and marks will suffer as a result.

The majority of the candidates were able to access all of the questions set. All questions in the paper were to be attempted and very few questions were left unanswered. There was evidence that the majority of candidates had been well prepared for the examination. Where performance was mediocre or poor this often reflected a failure to answer the question as set. In previous examinations there has been a tendency for candidates to answer some of the longer questions in general rather than specific terms. This was much less common in the June 2011 paper.

Once again there was clear evidence that centres had prepared candidates appropriately for this paper by developing case studies additional to the one presented to them in the preliminary material. Unfortunately this did not mean that candidates always made the best use of these preparatory case studies.

## What was done well

1. Again there was a general willingness and ability to make reference to the key ideas and concepts relating to this unit and to other units in the specification.
2. Candidates generally performed well in Questions 4, 5 & 7, where good use was made of the preliminary information, particularly Item H which related to staffing resources in the Maldives.
3. Generally candidates used the preliminary material well, with far fewer examples of direct 'lifting' of sections of text being seen compared to previous examinations.
4. Numerical data presented in the preliminary material was handled well. This was a noticeable improvement on recent examinations.
5. Where judgements were called for, as in Question 3(c), candidates did support their judgements with evidence. This was another definite improvement on recent examinations.
6. There was evidence that a range of case studies are being covered by centres in preparation for this examination. Some of these case studies involved visits made by student groups. However in this context attention is drawn to point 2 below.

## What was not done so well

1. There is still a tendency for candidates to answer questions in general terms rather than in the context of detailed examples, whether drawn from the PM or from candidates' own knowledge. Answers need to have specific references to illustrate the ideas and concepts being considered, for example when dealing with the multiplier effect.
2. Many candidates had difficulty in presenting clear and balanced arguments relating to social/cultural impacts. A number also made references, in Question 8, to socio-cultural impacts of the case study area **on tourists** rather than the impacts of tourists and tourism **on the host area** itself.

### **Question 1**

This question was related to Item A in the preliminary material which presented data relating to Small Island Developing States (SIDS).

For part (a) many candidates were able to use and manipulate the figures in a meaningful way by making comparisons and simple calculations based on the data presented. Others simply quoted figures without attempting to make comparisons between different SIDS.

Part (b) asked for reasons for the significance of tourism development in SIDS. There were many opportunities to gain valid credit in this point-marked question. Candidates would not have necessarily studied examples of such states but there was enough information on the Maldives, in the PM, to allow them to make reasonable suggestions and assumptions. A number of candidates relied heavily on the numerical data presented in Item A, rather than widening their thinking beyond this to consider what kinds of physical and human attributes these SIDS might have.

### **Question 2**

This question was concerned with the development of communication systems with and within the Maldives. It was supported by a range of detailed information in Item B in the PM. Understandably answers relied heavily on the information given to them but it was surprising how few stressed the potentially isolated nature of the islands within the Indian Ocean. Many stressed, above all, the fact that mobile phones could now be used there, and failed to mention how the tourist and the phone itself might get there!

### **Question 3**

This question was built around sustainability and the environment.

A definition of sustainable tourism development was asked for in part (a). Most candidates managed to gain at least two marks out of the four available. For full marks the three elements of environment, people and time were needed. The UNWTO definition would have gained full marks, although it does not explicitly cover these three elements!

For part (b) most candidates were able to make some reasonable suggestions as to why the environment is important to the Maldives. They used clear and specific examples relating to coral reef protection and the general environmental attractions of the islands for tourists, active or otherwise.

Part (c) asked candidates to judge the extent to which the development of tourism in the Maldives can be said to be 'environmentally friendly'. Most candidates did make a judgement based on evidence. This was a pleasing improvement, as noted above.

### **Question 4**

This question asked for an opinion in relation to the banning of shark hunting which featured in Item F of the PM. Answers were mostly balanced, presenting both sides of the case, before coming to a decision. As might be expected a small number of candidates were not able to see much beyond the concept of cruelty towards a living creature.

### **Question 5**

This concerned staffing of tourist resorts in the Maldives and was supported by detailed statistics and comments in Items H & I. Both of these items were used well. For a number of candidates this was their best longer answer. Many were able to weave together an interpretation of the specific statistics in Item H with the personal comments in Item I.

### **Question 6**

This question required candidates to make suggestions for improving job opportunities within travel and tourism for native Maldivians. Many made excellent suggestions, often relating to training, work experience and gaining qualifications. However few really picked up on the idea of the government and the resort owners working closely together. Few suggested how the underlying socio-cultural constraints might be addressed.

### **Question 7**

For many candidates this was their best longer answer question. It also discriminated well between the stronger and weaker candidates. The question asked for how tourists could increase their positive and decrease their negative environmental and economic impacts when holidaying in the Maldives.

The better candidates addressed all four elements of the question, quoting specific and realistic actions which could be taken. Weaker candidates often wandered into socio-cultural impacts, which was not part of the question set.

### **Question 8**

This final question invited candidates to select material from their own case studies. All candidates were able to draw on their own appropriate examples. However the socio-cultural impacts focus of the question proved difficult for weaker candidates who either wandered into economic and environmental impacts and/or offered very limited stereotypical answers lacking in specific detail.

A number also focused on the socio-cultural impacts **on** tourists rather than **of** tourists. Such answers also had difficulty in addressing the management aspect of the question. This was common in those candidates who chose New York and Kenya as examples. The problem has not been particularly noticeable in past examinations and may be linked to the socio-cultural focus of the question.

Many candidates were able to refer to more than one example, often choosing from both the MEDW and the LEDW. This is encouraging and suggests that centres are continuing to widen their case study coverage.

### **Suggestions for teachers to prepare future candidates**

1. Students should practise writing answers to previous papers, both individual questions and complete papers. They should be told about weaknesses identified in successive Reports on the Examination.
2. Students should be encouraged to develop a more balanced and realistic appreciation of specific socio-cultural impacts of tourism. Currently this seems to be an area of weakness and naivety.
3. Make sure that case studies considered in teaching this unit have strong impact management elements built into them, for both the MEDW and the LEDW.
4. Teaching the concepts and ideas contained in the Specification for this synoptic unit can be profitably done through a range of case studies – possibly using previous examination preliminary materials. In this way a number of teaching objectives can be readily and profitably combined with examination preparation.

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

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