



**General Certificate of Education (A-level) Applied
June 2012**

Travel and Tourism

TT11

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

Unit 11: Impacts of Tourism

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2012 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.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334).
Registered address: AQA, Devas Street, Manchester M15 6EX.

General Comments

The paper has Preliminary Material (PM) available for candidates to study prior to the examination. The PM was based on the Llangollen area in North Wales.

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 no prior knowledge is assumed of the area covered in the PM. Candidates may have chosen to do some further background research on the area in the PM but this was not a requirement of the Specification. High marks could have been gained on the basis of a thorough study of the information in the PM.

The majority of the candidates were able to access the questions set. All questions in the paper were to be attempted and very few questions were left unanswered. Where performance was not high, this often reflected a failure to answer the question as set.

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

What was done well

1. As in recent examinations there was a general willingness to make reference to the key ideas and concepts relating to this unit and to other units in the specification. Many candidates did attempt to be synoptic by introducing ideas and concepts from other units.
2. Candidates generally performed well in questions 4 and 5, where good use was made of both the Preliminary Material and prior knowledge of the concepts involved.
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. 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.

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 and sustainability.
2. Some candidates had difficulty in presenting clear and balanced arguments relating to social/cultural impacts. Points were often made, in answers to questions 4 and 6, which would be more appropriate to LEDW situations. This suggests that candidates are simply transferring ideas encountered in LEDW case studies to the MEDW without any real critical analysis.

Question 1

This question was related to Item B in the Preliminary Material which presented data relating to tourism statistics in Denbighshire.

In part (a) many candidates confused indirect tourism income with the concept of leakage. As mentioned above, this may be due to an inability to differentiate between MEDW and LEDW situations. If the concept of indirect tourism income had not been encountered prior to receiving the PM it is not too much to expect that candidates might check this out during their study of the PM. Questions which require the understanding and use of tourism data provided in the PM have been regularly set in this paper and so should not have taken candidates by surprise.

On the other hand, a number of candidates dealt with the differences between direct and indirect tourism income well and gave appropriate examples of each.

In part (b) the question asked for a description and comments on the characteristics of tourism in Denbighshire, as illustrated by the detailed statistics provided. This was reasonably well done by many candidates. There were a number of different valid approaches to responding to the invitation to 'comment on'. Many candidates manipulated the data in one way or another to illustrate features of the different types of tourist represented in the statistics given.

Part (c) asked for two reasons why day visitors make up such an important part of the tourist trade in Denbighshire. Unfortunately a number of the weaker candidates misunderstood the thrust of this question and repeated points made in answer to part (b). These candidates often merely restated the fact that day visitors were very/most important. The idea of accessibility for day visitors, from nearby urban centres, and using a range of transport modes, was often missed completely.

Better candidates used the PM well in giving specific detail to support the two reasons asked for in the question.

Question 2

This question asked for suggestions as to how tourist activity could be increased in the low season. Answers were disappointing. Candidates would have studied Unit TT05 (Marketing in Travel and Tourism) and might be expected to be able to use some of their knowledge and understanding gained there. Even without this experience a little common sense and imagination should have made this question very accessible to GCE A-level candidates.

Question 3

This question was built around material provided in Item C of the PM, relating to outdoor activities.

Environmental impacts and conflicts form an important part of the detailed material within the Specification. This question asked candidates to focus closely on likely impacts and conflicts in the Llangollen area. Most candidates were able to make some valid points and gained some credit. However, the level of sophistication was often disappointing, with candidates sometimes making quite extreme statements lacking in balance and subtlety. Once again there was a feeling that case studies located in distant lands, where perhaps impacts and conflicts might be more obvious, served to inform candidates' statements.

Question 4

This question was based around the Llangollen International Eisteddfod and material found in Item D of the PM. For most candidates this proved to be the most accessible of the longer questions. The PM was used well and a range of valid ideas were developed by the majority of candidates. However, in some cases the social/cultural impacts of the Eisteddfod were dealt with in a simplistic or unrealistic manner.

Question 5

Most candidates were able to explain the meaning of the term heritage site, although a number gave examples from the Llangollen area, despite the instruction to exclude this area.

Question 6

This question was linked to the Pontcysyllte and Chirk aqueducts and canal corridor World Heritage Site (WHS), which was presented in Item E of the PM.

In part (a) candidates were asked to suggest why stakeholders (identified in the PM) supported the original application to become a world heritage site. Many lumped all the stakeholders together in answering the question, and were able to gain some credit for this. The better answers considered the particular positions of specific stakeholders and were credited accordingly for this. However, few were able to express their ideas in anything more than a simplistic manner, for example by suggesting that increased visitor numbers would 'benefit the local economy' or simply 'create jobs'.

Part (b) of the question focused on the likely negative and positive impacts of increasing visitor numbers following the WHS classification. Most candidates were able to identify some likely negative impacts, although often in a simplistic manner. Only the better candidates were able to move beyond the negative impacts and make reasonable suggestions relating to positive impacts.

In part (c) the question asked how strategic management of the whole WHS could reduce negative impacts. The term 'strategic management' meant little to most candidates and answers usually consisted of simple isolated actions such as 'provide more car parking facilities' or 'keep the site well maintained'.

Question 7

In part (a) candidates were asked to describe the features which attracted tourists to their chosen heritage site/destination and what was provided to help tourists to enjoy their visit. This was answered reasonably well by most candidates, as long as they had made an appropriate choice of heritage site/destination in the first place.

Part (b) asked candidates to evaluate how the chosen site/destination balanced three areas of concern, 'supporting tourism development', 'maintaining the economic and social/cultural life of the area' and 'preserving the built environment and the natural environment'. These three areas of concern were given to the candidates in order to help them to build a broadly based answer and give access to the requirement to 'evaluate balances'. Very few were able to deal with all three aspects. Most answers made reference to the economic and natural environmental concerns but few could really address the idea of balancing different objectives.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

UMS conversion calculator www.aqa.org.uk/umsconversion