

Examiners' Report/  
Principal Examiner Feedback

January 2013

GCE Travel and Tourism (6993)  
Paper 01 Responsible Tourism

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## **Paper Introduction**

Questions were set to assess candidates' learning of the content of the specification given in the 'what you need to learn section'. Questions were devised to meet the requirements of the Assessment Objectives (AO) which are given on page 167 of the specification.

There were 90 marks available on this paper.

Quality of written communication was tested on two questions Q01(c)(i) and Q02(d).

The paper consisted of matching, short answer and extended writing style questions.

The question paper was divided into three questions. Questions 1 and 2 were based on case studies. Q1 concerned a coastal area destination in a more economically developed country (MEDC) Jaywick and the 'Sunshine Coast', Essex in the UK and Q2 focused upon an overseas destination in a less economically developed country (LEDC) the Amazon rainforest. As in previous series, Q3 concerned the Management of Responsible Tourism and The Impacts of Tourism. Each question was worth 30 marks and within each question, the more challenging questions targeting AO3 and AO4 were towards the end of each section.

## **Summary of Candidate Performance**

### **Improvements**

Some excellent responses were seen this series where candidates had clearly planned their answer first and gave structured responses for the higher mark questions testing skills. Overall, candidates attempted all of the questions, although there were a few blank responses particularly in Q3. However, most candidates engaged well with the case studies. It was pleasing to see a range of good exam techniques and that candidates had taken note of tips and advice offered in previous Principal Examiner reports.

The approach to individual questions follows in the main body of this report however a general summary of areas for improvement may be beneficial to centres.

### **Key issues**

One factor was candidates simply not knowing some of the unit content and terms. This was particularly evident in Q3(a) and Q3(b) where knowledge of the terms in the specification is tested. Whilst most 'had a go' many candidates did not even attempt some questions. Learners should be reminded examiners cannot award marks for blank responses.

As reported in previous series not answering the question or following the command was evident again.

The quality and legibility of handwriting is another issue that examiners commented on with regards the difficulty of reading some answers. Learners should also be advised to use a black ball point pen.

## **Candidate Performance**

### **Question 1**

This question looked at agents of tourism development and the tourist area life cycle model.

#### **Q1(a)(i)**

This was quite well answered by many candidates who picked up three of the four marks available for the correct sectors. Over half of candidates however did not know the sector English Heritage belongs to, many suggested 'voluntary'.

#### *Examiner Tip for learners*

Do not expect there to be an example for each sector as in this case three were public sector organisations.

#### **Q1(a)(ii)**

This was not particularly well answered by many and few scored full marks although 74% gained at least 3 marks. Candidates were asked to describe roles, not offer explanations. Many had very little understanding of the role of private sector organisations such as Hosesons and what their roles in relation to developing tourism are. The role of the Council was better understood, although some gave generic responses that were not applied to the scenario.

Here is a typical response which is more explanatory than descriptive gaining 1 mark for each organisation:

(ii) Describe the **role** of the following organisations in **developing** tourism on the Sunshine Coast.

(6)

**Hoseasons**

Hoseasons role is to provide tourists with a bed for the night at a cheap rate. This will develop tourism on the Sunshine Coast because it will mean more tourists will be able to afford it meaning more money is being generated within within the area. By this happening it means money is available to spend developing tourism on the Sunshine Coast.

**Tendring District Council**

Tendring District Council role is to inform the local people of the tourism statistics in the area. This will help to develop tourism on the Sunshine Coast because the local people will side with it meaning there will be no conflicts occurring between locals people and tourists.

Here is a response that shows some understanding and scored 2 marks for each organisation.

(ii) Describe the **role** of the following organisations in **developing** tourism on the Sunshine Coast.

(6)

**Hoseasons**

To create opportunities for families to experience what the Sunshine Coast has to offer at affordable prices. This will help the business make more profit because of tourism improving in that area.

**Tendring District Council**

To keep the local area tidy and presentable. Also to make sure that the area has up to date infrastructure which could help encourage tourism to the area.

*Examiner Tip for learners:*

Make sure you know the different national agents of tourism development in the UK and which sectors they belong to. You should be able to describe these organisations' aims/objectives as well as what their role in tourism and tourism development is.

**Q1(a)(iii)**

This was fairly well answered although few scored full marks because they had not referred to both organisations' aims or else just described aims and roles. Most understood why there would be conflict that Hoseasons' reasons related to possibly loss of profit through offering budget accommodation. Very few candidates considered the wider aims of the council and the reasons for wanting to attract higher spenders.

Here is a typical response showing some understanding; it gained 2 marks:

One of the aims of Tendring District Council's Tourism Strategy 2010 – 2016 is to attract higher spending visitors.

Explain why there may be conflict between this aim of Tendring District Council and the aims of Hoseasons' Martello Beach holiday park in Jaywick. (4)

There may be a conflict between the two organisations mainly because if the council succeeded in attracting higher spenders then the Hoseasons holiday park would suffer because it's market is aimed at working class people and so the facilities at the holiday park would not meet the requirements of the higher spending visitors.

(b) Suggest how conflicts between agents of tourism development can be overcome. (2)

Conflicts such as the one described can be overcome by a partnership between the two organisations with local meetings which provide help and advice to each other in an attempt to maximise the positive impacts of tourism.

Here is a better response worthy of full marks:

(iii) Agents of tourism development sometimes come into conflict.

One of the aims of Tendring District Council's Tourism Strategy 2010 – 2016 is to attract higher spending visitors.

Explain why there may be conflict between this aim of Tendring District Council and the aims of Hoseasons' Martello Beach holiday park in Jaywick.

(4)

They can conflict in aims as the Hoseasons' Martello beach park aims at budget tourism, their target market are tourists with less disposable income, this will ~~be~~ opposite to the council's aims as they would like to attract higher spending customers, these higher spending customers will not want to stay in the budget hotels so as part of the development ~~high~~ accommodation will have to be developed to cater for their needs this will cause a conflict between the two.

### Q1(b)

This was mostly answered well with over half of candidates gaining full marks. This question is an example where candidates do not read the questions or follow the question numbering. The question does not relate to the scenario and so generic answers are required, the most popular related to arranging a meeting between the agents and reaching a compromise. A surprising number continued with the conflict given in Q1(a) and gave suggestions as to what Hoseasons could do, or suggested consulting the locals and did not answer the question and failed to score.

### Q1(c)(i)

Candidates answered this question quite well with over half achieving marks at the top Level 1 up to mid Level 2 marks. QWC was also tested on this question and it proved to discriminate between the ability levels of the candidates. Less able candidates gave descriptive responses and focused more on the residents and crime and vandalism rather than tourism offering limited reasoning. In general, they did not demonstrate any understanding of the decline stage of the TALC model and made. The more able referred to the key characteristics of the decline stage and then used the relevant aspects of the scenario to support their analysis. In such questions examiners are looking for evidence that candidates understand the stage. Some good responses relating to the state of the local economy were seen.



Here is a typical response scoring Level 1, 3 marks:

Analyse the negative impacts of the decline stage in Jaywick.

(8)

there are many negative impacts of the decline stage in Jaywick. This includes income, employment, health, crime and the living standards. on a local estate, the mermaid tavern had been set on fire and so have a number of houses. This means that residents had to move out of the houses and live somewhere else. Many businesses don't remain open for business. This includes the whelk and jellied eels shop which used to be popular for summer-day trippers. Many roads in Jaywick had not been maintained by the council. These roads are also narrow road tracks. There are also no street lights or any pavements. Most houses in the area are available for rent but because of the state of these houses, there is no deposit required for people to move in. The outcome of this situation is that it attracts people to live miles away from Jaywick. Many working age residents receive benefits as they are not able to work because there are not many businesses around anymore. There is also an ongoing tension between the established residents and new arrivals. Crime has also increased in the area and many people live in fear after experiencing vandalism, ~~theft~~ theft and threats.

Here is a response scoring Level 2 marks:

\*(i) Jaywick is currently in the decline stage of the Tourist Area Life Cycle (TALC).

Analyse the negative impacts of the decline stage in Jaywick.

(8)

In the decline stage of the Tourist Area Life cycle, majority of facilities, services decrease dramatically. The amount of visitors also decline and the destination is left spoilt. The destination's/area's economy as also suffers alot due to fewer and fewer numbers of visitors returning. In Jaywick, many of the impacts which occur in the decline stage has happen. The number of visitors have dropped, leaving no income ~~for~~ to regenerate the area. The Mermaid Tavern has been set on fire and left derelict, giving the ~~image~~ <sup>destination a</sup> ~~bad~~ bad image and reputation. The business has also dropped and has been closed due to the lack of visitors. The wharfs and the jollied cabs has also ~~be gone~~ <sup>disappeared</sup> as previously they used to cater for the summer-day ~~to~~ trippers; however since the number of visitors has decreased, they are no longer needed. The properties in Jaywick has also deteriorated, as the roads are not maintained and streetlights and pavements were never installed causing ~~the~~ locals (and tourist) to live/be in fear, ~~as~~ ~~the~~ In addition, the number of crime has also increased which ultimately creates a negative image and reputation. This causes the visitors to never visit such area.

The candidate shows understanding of the characteristics in the introduction and good use is made of the scenario.

*Examiner Tip for learners:*

When faced with such questions you should be prepared to match the evidence given in the stimulus with the characteristics of the stage.

### Q1(c)(ii)

This question was not answered well by many candidates. It tested higher level skills and required suggestions of how two aims could be achieved. Less able candidates offered unrealistic explanations about what the council could do and then explained why this achieved the aim. Popular suggestions related to image, improving infrastructure and attracting high spenders with luxury hotels. They did not use the stimulus material which provided some 'clues' in terms of the location of the resort, transport links, access, tourism agency and the historical assets – Martello towers. More able candidates more clearly understood the council could offer incentives or work in partnership. This question did not ask for 'justifications' and explanations were not needed.

Here is a typical weak response that gained 1 mark:

(ii) Choose **two** aims and, using the information provided, suggest how Tendring District Council could achieve each aim. (6)

Chosen aim 1

Increase the amount of money visitors spend.

Suggestions

They must maximise the positive impacts by the retention of visitor spending. They must provide accommodation, food, drink etc for tourists so they do not spend their money elsewhere. This will keep the money within the local area and increase visitor spending.

Chosen aim 2

Improve the perception of the area as a tourism destination

Suggestions

They must do this by rejuvenating the area by creating sustainable development and focusing on new markets to market to. This will change the tourists perception of the area, if they see it has changed.

The candidate is suggesting what needs to happen and has not answered the question.

Here is a better response for the first aim:

- (ii) Choose **two** aims and, using the information provided, suggest how Tendring District Council could achieve each aim.

(6)

Chosen aim 1

Improve the perception of the area as a tourism destination

Suggestions

Tendring district council could achieve this aim by ~~introdu~~ improving the physical appearance of the town by replacing flowerbeds and clearing up litter from the streets. Replacing benches and improving the face of buildings by re-painting them would improve the experience and perception of the town.

Chosen aim 2

Attract higher spending visitors

Suggestions

Tendring District Council could improve the amount of higher spending visitors to the town by introducing new upper class hotels which would offer a wide range of services that would attract higher spending visitors. ~~the~~ New hotels with high standards would increase the number of higher spending visitors however the council would have to introduce other facilities around the town such as ~~extensively~~ upper market restaurants to ~~the~~ maximize the amount of ~~economic~~ impact that they have.

(Total for Question 1 = 30 marks)

The second aim is explanatory and whilst along the right lines a little unrealistic.

## Question 2

This question looked at the principles of responsible tourism, objectives of tourism development and tourism in the Amazon rainforest.

### Q2(a)(i)

This question was in general well answered by many, and over three quarters gained full marks.

### Q2(a)(ii)

This question was fairly well answered by many, although few gained more than four out of the available six marks. This type of question has appeared on past papers, this series candidates had to explain how their ideas would achieve the principle. Marks were restricted for descriptive responses and it was disappointing that so many gave valid suggestions with no explanation. As reported on previous reports, there were still instances where candidates wrote about what tourists could do.

Here is an example of a typical weak response:

(ii) For each principle of responsible tourism you have described, explain how it could be achieved. You may include an example to support your explanation. (6)

Explanation 1

This can be achieved by increasing visitor spending and the retention of visitor spending as it increases employment for local people which is an economic benefit and also tourism can be a secondary source of income. An example would be a destination at the exploration stage.

Explanation 2

This can be achieved by minimising the negative impacts of tourism such as visitor and traffic management, planning control and sustainable development. An example of this would be the trained staff to help tourists get around during the 2012 London Olympics.

There is very little explanation the candidate has largely referred to management strategies. 1 mark was gained.

Here is a better response that gained 5 marks:

(ii) For each principle of responsible tourism you have described, explain how it could be achieved. You may include an example to support your explanation. (6)

Explanation 1

Respect between tourists and local people could be achieved by tourists following guidelines of how they are expected to dress and behave. For example in Kenya, villages welcome tourists by expect them to dress appropriately and observe the traditional local culture, this prevents locals being influenced by western ways.

Explanation 2

Conservation of cultural and natural heritage could be achieved by ~~the~~ education facilities being provided to tourists, for example they should be taught about an area which is protected. One example of this would be ~~the~~ on Nissi beach where turtles lay their eggs the area is EU blue flag conserved and tourists are provided with information about these turtles.

### Q2(b)(i)

Candidates did not answer this question particularly well with just under half failing to gain any marks. Socio-cultural objectives seemed to be poorly understood by many. The most popular responses were about 'preserving traditions' and 'quality of life' and candidates still focused on the local level rather than national. Some candidates continued to write too much and offered explanations rather than following the command 'identify'. However, there was evidence to suggest that more attempts were being made to word responses as objectives. Higher scores were achieved for objectives such as 'promote cultural understanding'.

### Q2(b)(ii)

Possibly as a result of having appeared more frequently on past papers candidates scored better with economic objectives. Yet again, however, many candidates focused on the local level 'give jobs to locals' or gave impacts 'stop leakage' rather than presenting clear and appropriate objectives such as 'increase foreign currency earnings'. Around three quarters gained at least one mark here.

## **Q2(c)**

This was well answered by many candidates who had clearly engaged well with the case study on the Amazon rainforest. Three quarters of candidates achieved marks in Level 2 and demonstrated analytical skills as well as the ability to apply their knowledge to the stimulus. Although some candidates wrote about economic impacts which had not been asked for most candidates were able to consider both types of impacts. The less able candidates tended to focus on erosion, litter and pollution and learn about culture whereas the more able made better use of the stimulus and considered wider impacts such as the tower requiring forest clearance and creating visual intrusion. In such questions it appears that the less able tend to write about all the impacts they have learnt, almost in a list form.

Overall many made good use of the information in the case study and applied good techniques to show analysis for instance - 'this means that'; 'the consequence of this will be that' and also structured their responses with an introduction and a conclusion.

Here is a top Level 2 response scoring 6 marks:

(c) Analyse the impacts of tourism activities in the Amazon rainforest. In your answer you should consider both **socio-cultural** impacts and **environmental** impacts.

(8)

Holidays where tourists can meet the local people can have a positive ~~impact~~ socio-cultural impact as tourists will be able to interact with locals and learn about how they live which then generates respect between locals and visitors. The walk and talk activities also have a positive socio-cultural impact because the guides are ~~either~~ sometimes members of the local community, this means tourists can learn about the local community and there is also chance of employment for local people which will help to improve their quality of life and again will promote respect between both tourists and locals. Visitors using canoes on a nearby lake can have a positive environmental impact ~~as~~ because they are viewing and learning about the wildlife but they are not harming the environment or disrupting the animals habitat as canoes are environmentally friendly and are also relatively quiet and therefore do not cause harm to the animals. Towers which are offered to view birds also have a positive environmental impact because these visitors are watching the animals from a distance and therefore they are not harming them or disturbing them or their habitat.

This is a well written analysis applied to the Amazon. The candidate has focused on positive impacts and the analysis is balanced and some ideas are developed.

### Q2(d)

This question was well answered by most candidates who scored Level 2 marks. Many candidates began their response with some attempt to make a judgement 'I think it is a good example because' and were able to refer to the information given to justify their response. The less able wrote descriptive responses and focused more on impacts and also tended to describe each principle and then offer a simple statement attempting to link it to the stimulus, generally saying it was responsible. The more able demonstrated an ability to write more clearly about responsible tourism at the Posada Amazonas Lodge rather than regurgitating the principles. They showed assessment using phrases such as 'this is good because'. Higher



marks were seen where candidates gave a sustained assessment with justification and suggested that some aspects of the lodge were perhaps not very responsible.

Here is a typical example of a weak response.

There are 4 principles to responsible tourism and I agree that Posada Amazonas Lodge is a good example of this.

Firstly, the first principle is "Creates economic benefits for local people and improves quality of life". The lodge splits the profits, 60% to the community and 40% to the company so this improves their quality of life as well as economic benefits.

The second principle is "Minimises negative environmental, economic and socio-cultural impacts". This is done by giving the locals profits, letting them make decisions and making the lodge environmentally friendly. The third principle is "Promoting the conservation of natural and cultural heritage". This is done by making the lodges features environmentally friendly and keeping the Amazon or Amazonian architecture throughout. The 4th and final principle is "Promote respect between tourists and locals". This is done by giving the locals profits, letting them make decisions, and creating the lodge modelled on Amazonian architecture to make them feel more involved.

This response gained 3 marks. There is some attempt to make use of the case study, however overall it is vague and there is no reasoning to support statements made.

Here is a better response scoring Level 2 6 marks:

Pisacha Amazonas lodge is a good example of responsible tourism and demonstrates responsible tourism because it follows the principles of responsible tourism. This has been achieved by the accommodation being built similarly to the surroundings. The materials used to build this ~~was~~ is also from local materials which means, the money <sup>is</sup> staying within the country. The bar and the dining area has a ~~ceiling~~ of hand woven thatch which is used again from local materials. The foods are combined international, Peruvian and local styles of cooking. This would mean local products were used however the food ~~perhaps~~ could have been imported for the international meal, meaning the money is not going to the local economy. ~~The~~ It is managed by ~~the~~ 80 Eseleja families which means it would benefit them as it could help improve the quality of their lives. The contract also states that 60% goes to the community which is following the principles of responsible tourism by the money going to the local economy which helps the local's quality of life. The contract also states that at 20 years ~~the~~ everything would belong to the families <sup>which</sup> would benefit their lives dramatically. The staffs are also local ~~the~~ which helps promote respect as well as receive fair wages.

### Question 3

This question looks at impacts of tourism and how they are managed.

#### Q3(a)(i)

This was fairly well answered with around half of candidates gaining the full two marks for correctly describing one negative environmental impact. The highest scores were achieved for descriptions of 'footpath erosion' and 'habitat destruction'. Less able candidates offered 'pollution/litter' but

struggled to describe it beyond listing all possible types of pollution gaining a maximum of one mark.

*Examiner tip for learners:*

When you are asked to 'describe' think about detail, the best way to describe is to think in terms of 'painting a picture'. For instance what is 'litter'? This is where tourists take a picnic to the beach/countryside and leave behind all their rubbish such as plastic bottles, cans, crisp packets, orange peel which looks a mess and is dangerous for small animals.

**Q3(a)(ii)**

This question was not particularly well answered with few scoring full marks, although most gained two marks. Many candidates wrote about stopping negative impacts and some did not seem to be familiar with this impact. Some good examples were seen although frequently these were not supported by an explanation. As it has been reported previously, candidates seem to struggle with explaining positive impacts many wrote about avoiding staged authenticity or loss of culture. Surprisingly many did not refer to tourism or tourists at all.

Here is a typical weak response scoring 1 mark:

(ii) One positive socio-cultural impact of tourism is preservation of customs and crafts.

Explain the term 'preservation of customs and crafts'.

You may include an example to support your explanation. (4)

Preservation of customs and crafts is keeping the tradition such as crafts within the local area. It is preserving the culture and traditions. It is ensuring that there is no loss of cultural identity.

This is vague and seems to be largely guesswork but the candidate did gain a mark here for 'keeping the traditions'.

Here is a better response that gained 3 marks:

(ii) One positive socio-cultural impact of tourism is preservation of customs and crafts.

Explain the term 'preservation of customs and crafts'.

You may include an example to support your explanation.

(4)

Preservation of customs and crafts allows the traditional culture to remain. Without tourists, these traditional skills and abilities would have been forgotten. Due to the tourists' interest, the traditional ways remain. An example includes Clogg-making in Holland which helps ~~perserva~~ ~~perser~~ preserve their traditional values.

### Q3(a)(iii)

This question was fairly well answered by most candidates although under a quarter did not gain any marks despite this impact having been tested before. As seen in Q3(a)(ii), some candidates' explanation related to preventing a negative impact such as 'this stops leakage', other candidates referred to building hotels and showed little reference to the local economic benefits for people across business sectors.

Here is an example of a typical weak response gaining 1 mark:

(iii) One positive economic impact is the multiplier effect.

Explain the term 'multiplier effect'.

You may include an example to support your explanation.

(4)

The multiplier affect is when money is being spent within the area and is being distributed around the area and ~~it~~ is not being leaked to a different country. Such as locals produce being used from locals farms and the money is not going out of that economy to a different economy due to importation.

This relates to leakage, a negative impact.

Here is an example of a better response scoring 3 marks:

(iii) One positive economic impact is the multiplier effect.  
Explain the term 'multiplier effect'.  
You may include an example to support your explanation. (4)

The multiplier effect means when one good thing leads to lots of other good things. For example, ~~if a local~~ <sup>if a local</sup> was given a job, they would then gain the money to spend into another local shop which would then allow that local shop to expand and maybe hire more employees where they would then spend their money in a different local shop etc.

Understanding is evident although there is no reference to tourism.

### Q3(b)(i)

As with many of these questions that test knowledge and understanding of the terms contained within the unit specification some candidates are simply unfamiliar with the terms. Here, around one quarter of all candidates did not score anything and few gained full marks. Many candidates scored two marks for ideas relating to earning a wage; however many then wrote about 'improving quality of life' (socio-cultural impact) and did not give an explanation of maximising economic impacts through training and being able to access higher paid jobs. As has been previously reported, some candidates misunderstood the term completely and suggested customer service would be improved and the destination would receive more tourists and more money.

Here is a typical weak response that did not score any marks:

(b) The impacts of tourism can be managed through a number of different strategies.

This question focuses on maximising the positive impacts of tourism.

(i) Explain how 'staff training and development' can maximise **positive economic impacts** of tourism.

(4)

Staff training and development can maximise positive economic ~~be~~ impacts by giving tourists a better and well satisfied trip and will ~~not~~ make the tourists pleased and want to revisit the area again, and by receiving a good services they will feel less obliged to spend there money within that area.

Here is a better response that scored 3 marks:

(b) The impacts of tourism can be managed through a number of different strategies.

This question focuses on maximising the positive impacts of tourism.

(i) Explain how 'staff training and development' can maximise **positive economic impacts** of tourism.

(4)

By ensuring that staff training and development is apparent, more job opportunities would be available due to people being more qualified for different jobs. ~~the~~ Due to having more qualifications, better jobs would be available to them that are higher paid and so this ~~creates~~ maximises positive economic impacts within the industry due to the jobs created and money made.

Whilst repetitive in parts, understanding is evident.

### Q3(b)(ii)

Overall candidates answered this question more successfully than Q3(b)(i) with fewer failing to score. The most popular responses related to 'increased awareness' and 'learning about the environment' and 'knowing how reduce damage'. Higher marks were achieved where candidates gave appropriate examples or else considered the longer term effect of learning about the environment and the impacts of tourism.

Here is a typical example of a weak response:

(ii) Explain how 'tourism education' can maximise **positive environmental impacts** of tourism. (4)

This can maximise the environmental impacts as by educating tourists to respect the local land they are able to help preserve the area and help it to stay sustainable.

Here is an example of a better response scoring full marks:

(ii) Explain how 'tourism education' can maximise **positive environmental impacts** of tourism. (4)

Tourism education can maximise positive environmental impacts as this ensures that both tourists and local people are given the opportunity to get an education about the environment they are in. This gives them the opportunity and knowledge to help conserve and protect the environment such as using resources like water sparingly and keeping to footpaths to prevent erosion.

The strengths in this response are that the candidate has referred to local people as well as tourists and has not mentioned negative impacts, sound understanding is demonstrated.

*Examiner Tip for learners:*

Use the unit specification to devise a revision checklist. Put on your list all the terms in the specification and tick off when you are confident you understand them, can give examples and explanations. Also try to avoid referring to negative impacts when asked to explain how to maximise positive impacts.

### **Q03(c)**

This question or similar has appeared on previous question papers. Over half of candidates scored no marks or else marks in Level 1. It was not particularly well answered by candidates who chose inappropriate destinations such as Blackpool and Liverpool and wrote mainly about the

TALC stages and the transition from decline to rejuvenation. In this series the London Olympics was used in response to this question and clearly this is not appropriate with regards tourism impacts at a tourist destination. In this series six marks were available but few scored the higher marks due to lack of specific details giving evidence of research. In general, candidates seem to understand negative impacts better than positive impacts and so it may be preferable to encourage them to study destinations that experience lots of negative impacts such as vulnerable natural environments, countryside or wilderness areas or coral reefs which are being actively managed to control impacts. The best responses related to National Parks in the UK, the Galapagos Islands, Bhutan and the Inca Trail. Despite the question prompting candidates to include specific details, many responses were generalised accounts or descriptions. In such cases some excellent responses were seen, some gaining full marks. Here is a typical weak response scoring Level 1 2 marks:

**For Question 3(c) you need to select one destination you have researched or studied in class.**

(c) (i) Using a destination you have researched or studied in class, describe the impacts of tourism at the destination.

In your answer you should include details to show evidence of your research. (6)

Destination  
*Sukau Lodge, Borneo.*

Description of impacts  
*The travel and tourism industry has had a positive impact on the ~~travel and tourism~~ destination due to the elements and infrastructure put in place to withstand mass tourism responsibly. As it is an eco-lodge, everything within the lodge is responsibly sourced including materials <sup>and</sup> food and drink, which are all locally sourced. Many jobs are also available to locals both within the lodge as waiters, chefs etc. but also outside as guides and transport providers in order to promote respect and create economic benefits for the community providing better quality of life for all.*

The candidate may well have researched this lodge however the response is theoretical, there is no evidence of research and the focus is on the principles of responsible tourism.



Here is a better response scoring Level 2 5 marks:

**For Question 3(c) you need to select one destination you have researched or studied in class.**

(c) (i) Using a destination you have researched or studied in class, describe the impacts of tourism at the destination.

In your answer you should include details to show evidence of your research.

(6)

Destination

Kenya.

Description of impacts

Kenya had many negative impacts. One impact was that the money was going to the owners of lodges and Guidetours but not to the local economy. Also, ~~due~~

~~to the lack of expenses.~~ Safari Jeeps were crossing over to the grass ~~to~~ to allow tourists a better view of the animals. This led to ~~erosion~~ erosion of the land and also damaged many habitats.

Many animals were in fear since the tourists used to come too close, which put them in danger.

~~Another impact was that the local people were not given~~

→ This made local people have to live on what they had and they were forced to dance and entertain tourists which was against their customs and culture.

Whilst there are weaknesses here overall research is evident.

*Examiner tip for learners:*

Show the examiner that you know the impacts of tourism appropriate to that destination. Examiners will ask themselves 'could this be anywhere?' If you know the names of places or projects put them in your answer. You have to show research in these questions.

### Q3(c)(ii)

This was not particularly well answered, although more candidates did attempt it and indeed would have gained some marks for a theoretical response. The higher marks were achieved by candidates who had clearly studied or researched a tourist destination in terms of how tourism impacts on it and how those impacts are controlled. As previously reported the Inca Trail, Galapagos Islands and UK National Parks provide excellent case studies for these types of questions.

Here is a typical level 1 response which gained 3 marks:

(ii) Explain how the impacts you have described in 3(c)(i) have been controlled or managed at your selected destination.

In your answer you should include details to show evidence of your research.

(6)

Firstly, the tourist/visitors were educated ~~ie~~ about the ~~the~~ negative impacts of all-inclusive hotel/packages. This made them much more aware of where the money was going. This allowed/caused them to think twice next time and ~~to~~ get them to explore the destination by going/leaving the hotel. They also tried local foods and brought local products (~~the~~ crafts) which ~~benefitted~~ ~~benefitted~~ benefitted the locals. The hotels would also use local products and items for the hotel, allowing money to stay in the destination and not to travel overseas through leakage. The staffs were also ~~paid~~ paid fair wages and local staffs recieved good jobs with the right training and development being provided. These action helped the locals widely as before the money was leated. and did not stay in ~~the~~ the (Total for Question 3 = 30 marks) area.

Here the response is theoretical although the candidate does understand how tourism can be controlled there are no specific details to show research.

## **Summary**

Whilst this paper proved quite a challenge to many, it did successfully discriminate between abilities. It was evident that some candidates were prepared for the exam and utilised good exam techniques to maximise performance. It was pleasing to see some well structured analytical and evaluative responses where the higher level skills were tested. The weakest areas continue to be where knowledge of the unit terms is tested.

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