Principal Moderator Feedback

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GCE Travel & Tourism (6993)
Paper 01 Responsible Tourism

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General Comments

The GCE Travel and Tourism qualification is well established. This report has been written by the Principal Examiner to provide an overview of learner performance and to highlight common issues. It provides an analysis of each question.

Question Paper Overview

The question paper is divided into three questions each worth 30 marks. Each question is quite distinct. Questions 1 and 2 are typically focused around a case study. Question 1 features a destination in the economically developed world, this series The Lake District. Question 2 considers a destination in the less economically developed world in this series, Myanmar. Question 3 usually tests understanding of the unit content terms and opportunities for learners to give evidence of their research into responsible tourism, impacts of tourism or how impacts are managed at tourist destinations studied.

The paper consists of matching, short and medium answers and extended writing style questions.

The questions are devised to assess learners' understanding of the content of the specification given in the 'Detailed Unit Content' section for Unit 7. Full details can be found on pages 91 - 95 of the unit specification. Additionally questions must to meet the weightings requirements of the Assessment Objectives (AO) pages 166 and 167 of the specification.

Questions are designed to test the learner's knowledge and understanding of the content and terms stated in the unit specification as well as incorporating the assessment of skills ranging from the application of knowledge to analytical and evaluative skills. Teaching and learning should be designed to ensure that understanding all of the unit content and the terms stated is embedded and provides a solid foundation on which to develop the higher level skills of analysis and evaluation and enables synthesis of knowledge.

In preparing learners for external assessment centres need to be mindful of the fact that question papers are solely designed around the unit content as set out in the specification.

Summary of Learner Performance

On this paper many learners scored quite well on the extended writing style of questions 1d, 2c, 2d, 2e and 3c many gaining marks into Level 2 (4 to 6 marks). It was noticeable this series that most marks were gained in Question 2 and learners had engaged and responded well to the stimulus material. It was therefore disappointing to see marks not being gained in the questions that tested understanding and knowledge of the key terms and concepts in the unit specification. Understanding was often limited, particularly in 1b, 3aii, 3aiii, and 3b. Some questions this series were phrased slightly differently and this, combined with under developed exam technique may explain some of the lower scores. This was most apparent in 1c, 2aii, 3aii and 3bii where learners had clearly not read the question carefully and gave incorrect responses.

Extra answer space was again provided for the extended writing style of questions testing the higher level skills 1d, 2d, 2e and 3c although some learners did not turn the pages over to find the extra space; some learners wrote very lengthy responses requiring additional sheets. Learners are reminded to answer all questions and to keep an eye on the time and go back to expand responses if needed.

Examiners commented on some barely legible responses and learners are advised to take care with handwriting. However, it was good to see evidence of learners planning responses by making notes on the question paper and underlining the key requirements of questions.

Learner Performance

Question 1

All questions in Question 1 were based around the Lake District and National Parks.

1a

This was answered well by most learners who gained full marks for matching the organisations with the correct sector. Where full marks were not scored the National Trust was incorrectly identified as being in the public sector reflecting a lack of knowledge.

1b (i) (ii) (iii)

Overall this was not answered particularly well. The three questions in 1b were testing knowledge of the roles of the given organisations. The question varied slightly from similar questions in past series and the requirement/command was for a description. Overall scores were low and many responses vague and repetitive. Some gave the principles of responsible tourism showing misunderstanding. Learners scored the most marks for 1biii with reference to

'preservation' and 'protecting for future generations' being the most popular responses seen.

1c (i) (ii)

This was answered fairly well by the more able learners who understood what was required and gave appropriate objectives relating to the scenario given and the proposal for White Moss Common. Learners who did not gain any marks tended to give generic responses 'making money' in 1c (ii) and wrote about protecting the whole of the Lake District in 1c (i); again some gave the principles of responsible tourism.

1c (iii)

This question was not answered particularly well by some learners who had not read the question carefully enough. These learners did not seem to understand this question was about the conflicting objectives over White Moss Common and that their suggestions should relate to how to overcome these. The most popular responses related to 'have a meeting' and 'reach a compromise' and most learners gained one or two marks for basic suggestions. The question differentiated learners as the less able gave responses that seemed to be about how to achieve the principles of responsible tourism for example 'ask the locals' or 'give jobs to the locals in the visitor centre'. The more able gave a range of appropriate suggestions including 'all new buildings/cafe should be built in stone to match what's already there' and 'create five new routes rather than ten ' these were supported by reasoned justifications that linked to the scenario and the organisations in conflict.

1d

This question had a new focus and it was pleasing to see that it was answered fairly well by many. For many learners the concept of positive impacts is challenging and these tended to write about the need to plan or else concentrated on how to reduce negative environmental impacts so they did not fully answer the question. However around a half of all learners gained marks in Level 1 (1 – 3marks). The more able showed an understanding of positive environmental impacts mainly education, landscaping and perhaps building restrictions with some link to planning and tended to score in Level 2 (4-6 marks). Some learners showed a good level of QWC especially terminology.

Question 2

Most questions in this section were based around tourism in Myanmar.

2a (i)

It was good to see the majority of learners gained the mark here for the correct stage.

2a (ii)

This was not particularly well answered by many learners who did not read the question. These gave three characteristics of the exploration stage i.e. the stage identified in 2a (i); however the question required three characteristics of the decline stage. For those who had read the question knowledge of the key characteristics that help define a stage seemed to be the main weakness and often characteristics were somewhat muddled and unclear. The most popular correct responses related to 'poor image' 'economic downturn' and 'decreasing visitor numbers'

2b

This was answered quite well by many and most gained at least one mark, usually for ideas relating to 'creating a new image'. As two marks were available more was needed and those who expanded on their suggested objective such as 'now safe to visit' or 'stable' gained both marks.

2c

This was a popular question which was answered well by most learners who demonstrated a good understanding of what was required. The full range of marks available was awarded and some excellent responses were seen. It was pleasing to see that most learners used the information provided and accessed marks in Level 2. Where Level 1 marks were awarded responses tended to describe the characteristics and did not show any justification or reasoning.

2d

This question was answered quite well by most learners who gained between 3 and 5 marks. The question was slightly different to previous and required learners to apply what they knew about the tourist area life cycle (TALC) model stages from Involvement through to Consolidation and select characteristics that related to changing appeal and relating this to Myanmar. Some excellent responses were seen by those who clearly had an in depth understanding of characteristics and successfully linked these to appeal. The more able selected relevant characteristics and considered that, as Myanmar developed for tourism, more tourists from Europe and the rest of the world would start to visit but the original appeal could be lost. Those gaining marks in Level 1 tended to write about all the stages of TALC or just wrote about consolidation. Many of these

also focused on impacts that did not relate to appeal such as leakage and jobs for locals.

2e

This was a popular question that was answered fairly well by most. Some learners had not read the question carefully and included environmental and economic impacts rather than concentrating on the impact on culture and people. Those gaining Level 1 (1 – 3 marks) tended to give quite generic responses about westernisation and possibly included economic impacts with limited assessment. Where higher marks were awarded learners applied their knowledge of impacts to the scenario and considered a range of appropriate impacts on the culture and people.

Question 3

3a (i)

This was answered fairly well by many learners and over one half gained at least one mark. Surprisingly, many learners wrote more than required and gave explanations. They had not followed the command 'identify' which simply needed a one word answer or short response. The most popular incorrect response was 'become reliant on tourism' however this is more a consequence than a specific impact. The most popular correct responses were 'leakage' and 'seasonal unemployment'.

3a (ii)

This question was assessing learners' understanding of pollution caused by tourism/tourist activities and how or why it has a negative impact on the environment. It was not as well answered as anticipated and it seems there was some misunderstanding where learners wrote about why the popularity of destinations is affected by pollution. Others wrote about pollution in general i.e. 'from factories' or referred to the smog in Beijing. It would seem that very many really did not grasp the problem of pollution in tourist destination is caused by tourist activity. Better responses referred to 'visual pollution caused by unsympathetic development along coastlines' or 'risk to wildlife caused by discarded cans and bottles'. Whilst many gained 1 or 2 marks very few gained full marks.

3a (iii)

This was assessing learner's understanding of improving infrastructure as a positive economic impact. As seen in 3a (ii) there was a range of responses and evidence of a lack of understanding and many responses were vague such as 'it is easier to get there so more people will go and this means they get more money' some suggested 'better buildings will attract more people'. Where learners clearly understood what infrastructure actually is responses were better

and these tended to contain more specific details such as transport improvements 'building international airports enables access from foreign visitors' or 'attracts investment' and 'locals can travel to get jobs' although the link to the economic benefit was often unclear or simplistic.

3b (i)

This question was not answered well and over half did not gain any marks. Many learners misread the question and did not offer a way, many gave vague responses 'so that habitats are protected' or repeated the question 'stops negative environmental impacts'. Where marks were gained learners tended to be clearer on the way the environmental audit minimises negative impacts, such as 'it assesses/surveys the area'. This was testing straightforward knowledge of management strategies and is in the specification; it should have been familiar to learners.

3b (ii)

This question was not answered well by many and over half did not gain the mark available. As reported earlier many misread the question and gave suggestions; the command 'identify' was overlooked. This was testing straightforward knowledge, whilst the concept of maximising positive impacts is quite challenging learners should be familiar with the strategies listed in the specification.

3c

A range of responses and marks were seen and this question was answered fairly well. Low scores were seen where learners simply described impacts or else explained the rejuvenation stage of the TALC model at destinations used on past papers. Some wrote about hotels rather than a destination whilst others gave generic explanations with no evidence of research details. Some good responses and higher scores were seen when destinations such as Dartmoor, or the Great Barrier Reef were chosen and specific details had been included to show research evidence.

3d

Overall the most common reason scores were quite low over this set of questions was that learners did not give a 'way' they did not give any specific detail of how each principle would be achieved. Many it would seem had not read the introduction which relates to tourism plans, governments and planners.

3d (i)

This was not answered well by half who did not gain any marks. The most popular incorrect responses related to 'educating tourists' but how this would happen was not given. The most popular correct responses referred to 'creating nature reserves'

3d (ii)

This performed slightly better with over a third gaining both marks. Here popular responses were 'offering tours guided by locals creating positive interactions'. Many learners suggested 'leaflets to educate tourists' with details such as how to behave but no indication of how this would be achieved in terms of how/where the tourists would be given the leaflets.

3d (iii)

This was answered fairly well and most gained at least one mark. Popular responses included 'ban all inclusive'. Less able learners tended to write about positive economic impacts 'employ locals' rather than how to reduce the problems of leakage or the high cost of living which are the negative impacts.

Based on their performance on this paper, learners should:

- Read the questions carefully
- Have a sound understanding and knowledge of all the terms in the unit specification and be able to describe or explain them
- Know the key characteristics of each stage in the tourist area life cycle model
- Have researched a range of tourist destinations from the UK, Europe and worldwide
- Be able to give real examples of impacts, management strategies and managing tourism responsibly
- Be able to plan and structure extended writing style answers
- Know what each command word means – how to assess, how to analyse
- Pay extra attention to spelling, punctuation and grammar on questions labelled with an asterisk * that test QWC
- Keep an eye on the time and attempt every question.