



## **General Certificate of Education**

# **Travel and Tourism**

## **8651/8653/8656/8659**

**TT11          Impacts of Tourism**

# **Report on the Examination**

*2007 examination - January series*

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## General Comments

This was the first operational paper for TT11, which has Pre-release material available to candidates prior to the examination. The paper is synoptic and so those entered can be expected to have experienced a wide coverage of the Specification prior to entry for the unit. A small number of candidates found the paper very difficult and scored few marks. However, most of those entered were able to access the paper fully and thus make positive and creditworthy responses to the questions set. There was evidence that the majority of candidates had been adequately prepared for the examination. Where performance was poor this often reflected a failure to answer the question as set.

The Pre-release material was well used by many but in a surprising number of cases there was a reluctance to use the detail available in the PRM to illustrate and develop answers. There will always be marks available for using the PRM information appropriately. Additionally, there is very little need to research beyond the PRM other than to clarify understanding of the material presented and to gain a general view of the area and context.

Question 4 proved difficult for many. This was designed to reach beyond the setting for the Pre-release material and to give candidates the opportunity to show their knowledge and understanding of case studies they had themselves encountered. There was much evidence that such studies had been made, but many candidates failed to apply their knowledge precisely to the question set.

## Question 1

**a) (i)** This was a straightforward question relating to the graph from Item A in the Pre-release material. The focus was on changes in foreign tourist arrivals. Most candidates managed to gain at least two of the four marks available. Full marks could be gained by making simple statements about changes, supported by dates taken from the graph. However, a significant number of candidates failed to use dates from the graph and made general statements about events, without reference to timescale. Many tried to explain changes, which was not required in this part of the question.

**a) (ii)** This part of the question required explanation of the changes. It was possible to score marks even if part (i) had been inadequately answered. Many candidates had done some background research into the events indicated as annotations to the graph and were able to make realistic and meaningful links between these events and the likely effect on foreign tourist arrivals. However, some made irrelevant references to domestic tourist developments. Others picked out the likely events but failed to make the tourist link clear.

**b)** This question allowed candidates to choose and develop a range of ideas at different scales. The focus was on economic impacts, which most candidates did recognise, although many moved into social impacts as they tried to develop their answers. There is a link between economic and social impacts when considering employment opportunities, but many candidates strayed too far into family and individual benefits and drawbacks and then failed to pick up on the broader economic ideas. Many references to employment opportunities were non-specific or made very general statements about providing services and improved infrastructure.

The better answers often indicated that there could be negative as well as positive impacts, for example when suggesting that over-reliance on the tourist trade might lead to an unbalanced and potentially less stable economy, or the potential impacts of 'all-inclusive' package holidays. Again, however, some candidates strayed into social impacts by describing the effects of the presumed seasonality of tourism in South Africa on individuals and families.

Some candidates interpreted the phrase 'continued changes' as just requiring a consideration of future changes. Such candidates were able to gain good credit but often led to fanciful answers with the social aspects of presumed seasonality again being common.

Many candidates had very little concept of the size and nature of the South African economy, suggesting that the growth of tourism represented the first economic development of any kind in South Africa. It was not a requirement to have a detailed knowledge of South Africa, nor to have carried out any additional detailed research after studying the Pre-release material. However, it is reasonable to assume that some simple background 'scene-setting' might have been considered by candidates.

## Question 2

**a)** This question provided the opportunity to use detail from the Pre-release material and develop it in terms of knowledge and understanding of UK outgoing tourists and their expectations. Some candidates interpreted the term 'appeal' to mean a request for help! Such candidates missed the point of the question completely.

However, most were able to give appropriate suggestions and the better candidates used the climatic data to good effect, recognising the attraction of the generally warm temperatures and the attraction of a 'winter' holiday. Many were able to refer to specialist interests and the idea of a niche market linked to growing trends in 'eco-friendly' holidays.

The attraction of a different kind of holiday from the traditional 'sun and sand' package was widely recognised, although the clarity of expression in the answers varied greatly. Often the human appeal of mixing with, and learning from, the locals was emphasised and elaborated upon, whereas the physical appeal of the Wild Coast, apart from the whales and dolphins, was treated in general terms without using the detail available in the Pre-release material to best effect. Many did recognise that an Amadiba Adventures Trail holiday would appeal to certain types of tourist, and some were able to express this clearly. Many also recognised that such a holiday had a range of attractions which might make it attractive to families with children.

**b)** Most candidates had a reasonable understanding of the concept of sustainable tourism, but many did not develop this adequately in the context of the Amadiba Adventures Trail. The best candidates gave a short definition followed by references to both physical and human implications, set in a timescale. These candidates also brought out the need to manage a development to ensure sustainability.

**c)** This question had extensive supporting information in the Pre-release material. The concept of 'pro-poor' tourism is not mentioned in the Specification, although many centres may have used such a concept in teaching this unit, when considering case studies from the Less Economically Developed World. Candidates who had not previously come across the 'pro-poor' concept would have found all they needed to answer this question fully in the Pre-release material.

Answers were generally good. The best candidates made reference to community involvement and decision making, the specific involvement of women, the continuation of traditional ways of life and sustainability. These candidates were able to use the specific detail from the Pre-release material to support and illustrate their answers. Weaker candidates did not make appropriate references to the information supplied and often wandered off into irrelevant references to the problems of all-inclusive holidays and the exploitation of people and resources, sometimes in relation to other parts of the world.

This question was very much focused upon the Amadiba Adventures programme.

### **Question 3**

**a)** There were a number of interesting and realistic suggestions made in answer to this question. Many picked the idea of 'educating' tourists and staging joint events. Joint promotion and combined packages were frequently seen as being mutually beneficial. Very few candidates failed to score at least one or two marks on this question.

**b)** This question was also generally well answered. Almost all candidates did follow the instruction to compare the two developments. There was evidence that candidates had been well prepared for questions which might focus on environmental impacts of tourism, and most were able to apply their knowledge and understanding to the case study examples. The scale and contrasting nature of the two developments were recognised by the majority of candidates. Many returned to the concept of sustainability in their answers and also made references to ideas such as eco-tourism. Some did manage to suggest some positive environmental impacts in the context of managed landscapes.

### **Question 4**

This proved to be a difficult question for many candidates, with a number scoring very low marks. The problem was not the lack of knowledge and understanding of a range of impacts; and there was in fact much evidence that candidates had studied their own examples from both the LEDW and the MEDW. A large proportion of candidates just did not pick up on the phrase 'can be managed', and those who did often made little or no attempt to evaluate. The whole emphasis of the question was on managing impacts and then evaluating the management.

Some otherwise strong candidates gave detailed descriptions of impacts from case studies they had made but failed to mention management. Others made just passing mention of management in very general terms, with no attempt to evaluate. Where there was an attempt to refer to management, this was sometimes as simplistic as suggesting that litter problems were being overcome by using litter bins or telling tourists not to drop litter.

A small number of candidates did understand what was required in the question and were able to describe examples of impact management from a range of locations throughout the world. These candidates scored high marks, even where evaluation was not completely thorough.

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

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