



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT11 Impacts of Tourism

Report on the Examination

2007 examination – June series

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General Comments

This was the second operational paper for TT11, which has pre-release material (PRM) 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. Most of those entered were able to access the paper fully and thus make positive and credit worthy responses to the questions set. Compared to the first operational paper in January, there were fewer examples of candidates for whom the paper was altogether too challenging. 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.

There was evidence that centres had prepared candidates for this paper by developing case studies additional to the ones presented to them in the pre-release material.

What was particularly good

1. There was evidence that candidates had handled other detailed case studies in addition to those found in the pre-release material.
2. There was a widespread willingness to develop the key ideas and use the specific terminology found in the Specification for this Unit.

What was not so good

1. A failure to take particular note of the command words used in the questions.
2. In some cases inappropriate choices of own case studies were made.
3. Many candidates copied out large sections from the pre-release material in answer to questions.

Comments on individual questions

Question 1

This question asked for an explanation of the terms cultural and natural heritage sites and was well answered by the majority of candidates. However some simply re-used the words 'cultural' and 'natural' as their definition without any development of what these terms meant, or might include, in the context of heritage. A number also thought that Stonehenge was an example of a natural heritage site. A range of appropriate examples was given by the better candidates.

Question 2

The question focused on the need for international action to protect heritage sites. A range of possible ideas could have been suggested in response to this question and most candidates used the PRM to illustrate the particular problem in relation to the building of the Aswan High Dam. Many candidates did not get much beyond this and failed to pick up on the great expense involved in protecting these heritage sites and the difficulty facing relatively poor countries if they did not get outside funding and technical expertise.

A number of candidates thought the Aswan High Dam itself was the heritage site which needed protection. The same candidates often quoted this as an example of a heritage site in question 1.

Question 3

Here the focus was on the benefits of being given World Heritage Site status. Most of the ideas needed to answer this question were to be found in the PRM and with some specific development, in the context of both the LEDW and the MEDW, these could lead to a high mark. Most candidates emphasised the benefits of accessing the World Heritage Fund. Many also saw the benefits of increased tourism potential which might follow a listing.

The better candidates recognised the potential benefits to both LEDW and MEDW countries, but many ignored the likely differences and tended to concentrate on the LEDW, if only by implication. Similarly, many candidates made rather generalised references to increased tourism and job creation. Again, the better candidates were more specific, referring to particular economic and social impacts including identified business opportunities, support services, jobs and infrastructure developments. These candidates were also able to distinguish between the fundamental tourism development opportunities possible in LEDW countries and the less fundamental marketing and promotional opportunities more likely to be encountered in the MEDW.

A number of candidates simply 'lifted' the phrase 'belonging to an international community of appreciation and concern' without explaining what this meant and how it might be significant.

Question 4

The question related to data in the PRM which showed visitor numbers to major attractions in South-West England. The question set was unlikely to have been anticipated and was not particularly well answered, despite the range of possible and acceptable reasons that could have been put forward. Many candidates did not access level 2 and most suggested just one possible reason. A well developed answer focusing on just one possible reason could access level 2.

Some suggested that the Jurassic Coast was so boring, with little of excitement to offer, it was not surprising that it did not figure in the list of top attractions. Others suggested that the Jurassic Coast was in Eastern England and so would not be included!

Many did recognise the essential differences between the sites, with Stonehenge being a restricted paying site with easy counting of numbers of visitors and the Jurassic Coast being a multi-access free site spread over a long section of coastline. Surprisingly, few suggested that the Jurassic Coast authorities may not have replied to the survey for one reason or another. A number of candidates did refer to the unique nature of Stonehenge and its worldwide acclaim. The longer establishment of Stonehenge as a World Heritage Site and its greater publicity, in many different ways, was identified as a reason by a significant number.

An unexpected answer given by a small number of candidates related to the suggestion that the Jurassic Coast was a natural heritage site and the categories of attractions in the tables were essentially man-made. Some credit could be given here although the 'other' category was available in the table.

A small number of very good candidates did answer this question very well and were able to suggest a range of appropriate reasons.

Question 5

a) This question was related to visitor management at the Stonehenge World Heritage Site. Answers to this part of the question contained much direct lifting from the PRM, without development or explanation. Such responses would be credited at a relatively low level.

What was needed for answers to move to the higher levels was a recognition that Stonehenge and its surroundings form a special kind of site which brings its own kind of problems for management. Many answers failed to do this and merely gave a list of undeveloped specific ideas, often directly lifted from the PRM. Many candidates also made reference to management actions to address the problems. In many instances this was probably because text had been taken directly from the PRM. Actions were not asked for in this part of the question.

The best candidates did recognise the special nature of the site and managed to use material from the PRM to build a picture of how this presented particular problems to management. A number of these problems are generic, for example parking and site access, but take on a different dimension in such a sensitive environment.

b) Many candidates failed to pick up on the key command word of 'evaluate'. Additionally the question asked for the 'likely success' to be considered. This meant that there was no requirement for detailed knowledge of any evaluation which may have been carried out, and indeed aspects of the management plans still have to be implemented. Some kind of comment or judgement of the likely success of plans was all that was required. However many ignored the instruction to evaluate and merely outlined some of the plans put forward. Such answers could only be given limited credit.

Most candidates managed to make some reference to improved visitor experiences. Only the very best were able to balance the two ideas of impact and visitor experiences.

Question 6

a) This question was related to the Jurassic Coast World Heritage Site. For those candidates who did identify specific types of visitor this was a high scoring and very accessible question. However, many simply outlined the various attractions of the Jurassic Coast without reference to groups, interests or any other kind of market segment.

Most identified the special attractions of fossil hunting and geological or geographical features and landforms but a large number failed to appreciate that some of the best family holiday beaches in the UK can be found in this area. Some felt that the coast could only be of interest to academics and scientists. An amazing number thought archaeologists were fossil hunters and historians studied geology. Some felt that the Jurassic Coast could only be accessed and enjoyed from a boat.

Those candidates who did suggest different visitor types, and exemplified that there was much to attract visitors, easily accessed level 3 and in some cases scored full marks.

b) Some candidates did not focus on the Gateway Towns themselves and concentrated on the environmental impacts of visitors on the coast itself. Others did attempt to evaluate the likely impacts on the Gateway Towns but did so in very general terms. Such candidates did often refer to economic, environmental and social impacts but without giving much real exemplification. 'More visitors will bring more jobs' is worth little if any credit, whereas 'more jobs will be created in expanding businesses such as cafés, restaurants, hotels, pubs and local council services' is worth more. If then there is some comment on seasonality of employment and perhaps relatively low pay then the answer is becoming more developed and worthy of more credit.

A number of candidates developed the social impact idea in unexpected ways in relation to the upturn in economic activity and the effect on house prices. In particular if visitors decide to buy second homes in the Gateway Towns they were seen as potentially pricing young local house buyers out of the market.

Many candidates did make great efforts to show a range of impacts of both a positive and negative nature and to use the terminology found in the Unit Specification.

Question 7

For this question, candidates had to use a heritage visitor attraction or destination of their own choice. For some candidates their choice of example was their downfall. Unacceptable choices included St. Lucia, Jamaica, Bangladesh, Halkidiki and New Zealand. An attraction or destination would almost invariably need to be at a scale smaller than an entire country. To be acceptable the chosen attraction or destination had to have a heritage link of some kind but this was generously interpreted. The location could be a restricted individual attraction or a wider destination. Because the PRM gave examples of World Heritage Sites which included the City of Bath and Liverpool Maritime Mercantile City, the destination could be at the scale of a city. Similarly, because the Jurassic Coast featured in the PRM, and covers an extended area, a National Park such as Snowdonia was accepted. However, only the heritage links were considered when crediting answers in such cases.

- a)** This part of the question, although very straightforward, was not well answered. Candidates did not give anything like enough detail relating to the attractions of their chosen location. Many simply said what the attraction was, for example 'Greenwich has a maritime museum'. Better candidates managed to summarise a range of attractions for different types of visitor.
- b)** Two issues were asked for and in many cases the first issue was indistinguishable from the second. The term 'issue' was widely interpreted and a variety of possible 'issues' were acceptable. These ranged from environmental damage to needing to increase visitor numbers. The issues only had to be outlined to score full marks in each case.
- c)** Although many candidates knew quite a lot about their chosen issue they were not so confident in evaluating the effectiveness of current management. Some clearly knew very little about current management and instead made suggestions about what could be done to address the issue. Unless there was some evidence of current management an answer was unlikely to move up to level 2.

Suggestions for teachers preparing future TT11 candidates.

1. Candidates should be taught to use the pre-release material in an appropriate way. This can be best done by practice papers from previous examinations. The material is essential to most of the questions set, and usually very little extra work needs to be done on the areas or topics presented. The period between issue of the pre-release material and the examination should be used to study the material and to make sure that all aspects of what is presented are fully understood. Candidates do need to have been taught the whole unit before the pre-release material is made available for any given examination.
Direct copying of text from the pre-release material should be discouraged. The material will not have been written specifically for the questions set but will contain many ideas and details which will be found useful. From time to time the use of a specific phrase or restricted section from the material may be the best way of getting an idea or detail across, but candidates should be encouraged to use their own wording to ensure that the question set is being answered.
2. A range of case studies should have been taught in the earlier part of the course, covering the unit content and with examples from both the LEDW and MEDW. There will be opportunities to include material from candidates' own studies in every paper set.
3. Candidates should be aware of the importance of recognising and reacting to the command words used in the questions. Instructions such as 'evaluate' are frequently misunderstood or just ignored. There is a glossary of command words for reference in the Teachers' Guide.

Mark Ranges and Award of Grades

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