



## **General Certificate of Education**

# **Travel and Tourism**

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

**TT11          Impacts of Tourism**

# **Report on the Examination**

*2008 examination - January series*

Further copies of this Report are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2008 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  
*Dr Michael Cresswell Director General.*

## **GENERAL**

This was the third operational paper for TT11, which has Pre-release material available to candidates prior to the examination. The paper is synoptic and so those entered are expected to have experienced a wide coverage of the Specification before taking the exam. Most of those entered were able to access the paper fully and thus make positive and creditworthy responses to the questions set. Compared to the first operational paper in January 2007, there were fewer examples of candidates for whom the paper was altogether too challenging. There was evidence that many candidates had been adequately prepared for the examination. Where performance was poor this often reflected a failure to answer the question as set, and/or to answer in general rather than specific terms.

There was again 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. It cannot be stressed too strongly that this is vital if the whole paper is to be accessible to candidates.

### **What was good**

1. There was evidence that candidates had handled a range of other detailed case studies in addition to those found in the pre-release material.
2. There was a widespread willingness to make reference to the key ideas and concepts relating to this unit and to other units in the specification.
3. The use of subject-related terminology was widespread and generally accurate.
4. There were fewer examples of inappropriate case studies being used in the final question than in the two previous examinations.

### **What was not so good**

1. A tendency to answer questions in generic terms rather than in specific terms with detailed examples.
2. A reluctance to make specific use of the pre-release material when answering some of the questions.
3. A widespread confusion in relation to the terms "package holiday" and "all-inclusive package".

### **Question 1**

The question related to Item A in the Pre-Release Material, which gave tourist statistics for Barbados for the years 2000 to 2004. Despite being relatively straightforward, the question was not on the whole well answered. Many candidates merely made references to increases and decreases in numbers of tourist arrivals without any reference to where they came from - "country of residence". Few recognised any geographical patterns, although a minority did refer to the major sources of arrivals being from the MEDCs. Many attempted to explain the country differences and annual changes when this was not asked for. Candidates were simply asked to "describe the pattern".

## Question 2

This question related to Item B which contained a range of data – “Key Indicators of Barbados Tourism”. The stronger candidates did manage to address both parts of this question – the general characteristics of Barbados tourism as shown in the statistics and the importance of tourism to Barbados as suggested by these data. Weaker candidates merely quoted some of the statistics without any explanation or elaboration. Many did manage to deduce the lack of seasonality as a characteristic of Barbados tourism and the slightly higher numbers of visitors in “winter”. Most also recognised the increasing importance of cruise line visitors.

## Question 3

A significant number of candidates misinterpreted this question by seeing “hotel-based package holiday” as “all-inclusive”. Many also made things worse by insisting that this meant that “leakage” would take all benefits away from Barbados, and that hotel-based package holidays were thus an overall negative economic development. Others felt that cruise line passengers would be unlikely to leave their ship since everything would have already been paid for when their ticket was bought. This kind of partial or unbalanced understanding needs to be addressed if candidates are to gain real understanding from studying this unit.

## Question 4

This question was linked to Item G, an annual Calendar of Events held in Barbados.

(a) Most candidates made a good attempt to address the question, although some failed to pick up on the idea of a diverse range.

(b) Most candidates managed to identify some socio-cultural impacts of the festivals on the resident population, although some ideas were somewhat tenuous, such as the chance to learn a foreign language. The idea of mixing of cultures was appropriately developed in both a positive and a negative way.

## Question 5

Candidates who emphasised the special nature of staging major events as opposed to regular small-scale events and festivals made the most out of this question and scored well. Others merely recycled points already made in Question 4. There was a widespread view that crime, prostitution and hooliganism were an inevitable accompaniment to major events. Some such ideas might have been creditworthy if they had not been generally expressed in such extreme and dogmatic terms. The opportunities linked to hosting major events were handled better, with many candidates making reference to publicity and potentially enhanced image leading to both return and first time future visits as ‘normal’ tourists.

## Question 6

(a) Virtually all candidates managed to pick up some marks in explaining what was meant by the term *eco-tourism*.

(b) This part of the question looked at how groups could help to protect the environment of Barbados. Candidates were usually very vague when making reference to “businesses” stakeholders, and “special interest groups” were interpreted as special activity holiday groups, such as scuba divers. References to tourists often consisted of the need to follow rules. Better candidates used the Pre-Release booklet information well, making reference to specific groups

such as the Barbados Marine Trust and hotels such as the Southern Palms. Very few picked up on the invitation to “assess the extent” and thus gain access to the highest marks.

### **Question 7**

In this final question, candidates had to choose from their own case studies, in this case in relation to environmental impacts of tourism. The vast majority did choose appropriate examples, although some were again at too large a scale eg. Spain or Kenya.

However, the specific detail needed to answer the question was often lacking and many answers were given in very general terms and could have been applied to many different parts of the world. Specific detail is required in answer to such questions and without appropriate detail any meaningful evaluation of measures taken would be very difficult to give.

### **Suggestions for teachers to prepare future candidates**

1. It cannot be stressed too much that teachers need to spend time working through the pre-release material with their candidates in order for them to become very familiar with the material. They also need to be taught to use it 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.

However 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. This should ensure that the question set is being answered.

2. 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 giving specific detail to support their ideas and help them to show a full understanding of concepts. This is particularly important in the longer answers, which will inevitably carry more marks. For example references to the positive impact of job creation should be developed and illustrated with specific types of job, in specific places of employment and making reference to support and ancillary work as well as customer contact work where appropriate. Similarly, the much quoted “multiplier effect” should be developed and illustrated. Whenever possible examples should be real and not just generic.
4. When questions invite candidates to “assess the importance of”, “justify” or “evaluate” then marks will be awarded for doing just these things. With this in mind candidates need to practise answering questions which carry such command words. The Teachers' Guide includes a glossary of command words.

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

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