AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT11   Impacts of Tourism

Report on the Examination

2008 examination - June series

GENERIC COMMENTS

This was the fourth 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 prior to entry for the unit. Centres should not leave preparation for this unit until the end of the course, otherwise candidates are likely to be inadequately prepared and marks will suffer as a result.

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 most of the 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 inappropriately answering 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. Such case studies should be well chosen and detailed.

What was particularly good
1. There was a widespread willingness and ability to make reference to the key ideas and concepts relating to this unit and to other units in the Specification.
2. The use of subject-related terminology was widespread and generally accurate.
3. There were fewer examples of inappropriate case studies being used in the final question than in previous examinations.

Common weaknesses
1. A continuing tendency to answer questions in generic terms rather than in specific terms with detailed examples.
2. A widespread misconception of the impact of "all-inclusive packages". Frequently these were seen as being completely negative from economic, socio-cultural and environmental perspectives.

QUESTION 1

The question related to Item A in the Pre-Release Material which comprised a graph and table relating to actual and forecast tourist numbers, annual growth and market share for major world regions.

(a) This simply asked for a description of the changing pattern of tourism between 1950 and the present day. Most candidates were able to access the data but a significant number misinterpreted the composite graph and so were unable to quantify accurately tourist numbers for the separate world regions. Those candidates who could recognise and simply describe specific changes, such as periods of little or no growth in the early 1980s and early 2000s, or give general descriptions for longer periods, such as generally continuous growth up to the present day or gradually accelerating growth up to 1979/80, scored marks easily. Points could be made for overall world changes and/or changes in specific regions, so there were ample opportunities to gain marks.

It is recognised that the graph contained a lot of information but at Advanced level GCE and considering the fact that candidates had the Pre- Release booklet well in advance of the examination, the data should not have been too difficult for candidates to handle successfully.

(b) This part of the question was generally handled with more confidence and candidates were able to point to similarities and differences in actual and forecast market share and annual growth rates for the world regions given. However, some weaker candidates showed their lack of understanding of basic tabulated data by making statements such as 'Europe will have fallen to 45.9% of the market share by 2020, whereas the World will still have 100%.'

In most cases candidates did recognise the significance of the command word 'compare' and many were able to make generalisations relating to differences between the MEDW and LEDW. Overall, candidates are comfortable with general concepts such as MEDW/LEDW and are increasingly willing to introduce such ideas into answers without having to be prompted.

(c) This part of the question invited candidates to look at the possible implications of current and future growth in tourism for countries in the Less Economically Developed World. Although the question moved on from the named regions of parts (a) and (b) it was still concerned with broad impacts which might be felt, but at a country level. The better candidates recognised this and were able to make appropriate suggestions in the context of economic, socio-cultural and environmental impacts of both a positive and negative nature. Many weaker candidates were unable to recognise the difference between a world region and a sovereign country, some even referring to Africa and the Middle East as countries. Familiarity with such basic geographical terminology should be part and parcel of a vocationally linked study of travel and tourism at this level. The question did not require specific countries to be named and could have been answered at a general level. However, credit cannot be given to answers which become completely inaccurate because of misuse of basic terminology.

QUESTION 2

This question drew on information contained in Items B and C, which gave information on two stakeholders in the tourism industry, Tourism Concern and the World Travel and Tourism Council, representing the voluntary and private economic sectors respectively.

(a) This part of the question considered the views and values of the two stakeholders and the likely reasons for holding these views. The expectation was that candidates would recognise the different positions from which these two stakeholders would be likely to approach tourism development.

Tourism Concern in part (i) was dealt with well, on the whole. Appropriate material from Item B, and sometimes from Items D & E additionally, was selected and used to good effect. The World Travel and Tourism Council in part (ii) was dealt with less effectively. Often candidates simply 'lifted' long sections from Item C without comment or development and invariably not recognising or emphasising the private sector 'business' starting position for their views.

More able candidates did appreciate the different starting points of the two stakeholders and scored highly as a result. There was no instruction to compare the views of the two organisations but a recognition of the similarities and differences would have helped candidates to highlight key ideas.

(b) In general this part of the question was not well answered. Candidates too often concentrated on possible actions of the WTTC, which are limited anyway. The question did not ask what the WTTC itself could do to help countries in the LEDW but why their views were particularly relevant in terms of potential impact. This involved explaining why partnerships were important, and why political recognition and planning on a national scale was key.

QUESTION 3

This was concerned with the problems faced by porters on trekking holidays.

(a) Item D provided all that was needed to gain full marks on this part of the question and many candidates gained at least 3 of the 4 marks available.

(b) Once stakeholders had been identified candidates answered this question well. Mostly realistic actions were suggested, although some weaker candidates thought that Tourism Concern was in a position to provide clothing, equipment, training and appropriate levels of pay for porters. Where tour operators or individual governments were seen as stakeholders the answers were usually good.

Candidates struggled to answer the question where specific stakeholders were not identified.

QUESTION 4

The question was concerned with the negative impacts of tourism on the Maasai. Most of the information needed for a full answer was to be found in Items D & E.

Most candidates managed to gain some marks and when the significance of disrupting or preventing the traditional nomadic way of life based on herding cattle was appreciated, high marks were awarded.

QUESTION 5

Item G gave details about Campi ya Kanzi, an award winning eco-tourism development, and contained all that was required to gain full marks (12) on this question.

The weaker candidates simply lifted material directly from the pre-release booklet, without any development or even rephrasing. Stronger candidates extended the statements such as *'no mass tourism'* to *'the numbers accommodated at any one time are small, with tented provision, so no large hotels have been built which might spoil the natural appearance of the landscape'*. Similarly the copied statement *'The camp has been built with local materials only, and not a single tree has been cut down'* needs some development to be given credit.

Stronger candidates were able to show how the Maasai were central to the project, owning the land, helping with guiding and environmental education and benefiting directly in terms of direct employment, funding of Maasai linked services and able to maintain their traditional way of life.

QUESTION 6

Item H gave information about an all-inclusive hotel development on the Kenyan coast. Candidates were invited to assess the potential social and economic impact of the development on the local community.

The majority of candidates were aware of all-inclusive hotel developments. However a significant proportion failed to give a balanced answer to the question. All too often the answers stressed the potentially negative aspects to the exclusion of any positives. Points made were often simplistic and inaccurate, for example stating that guests never left the hotel and there would be no economic gain for the local community or for the Kenyan economy because all the money spent would leave the country. At Advanced level, balanced answers are needed in order to move above a basic level in the Mark Scheme. A question such as this one, requiring an assessment of potential impacts, lends itself to such a balanced approach in which both positive and negative points can be expected. Stronger candidates did produce balanced answers and so gained good credit.

QUESTION 7

Once again, in this final question, candidates had to choose an example from their own case studies, in this case based on conflicts between stakeholders due to the development of tourism. In most cases the choices made were appropriate at a destination, region or resort level. There were however some examples which were at too large a scale e.g. at country level, such as Spain. In questions of this type a specific area focus gives candidates the best opportunity to answer at the level of detail required.

A number of candidates chose the Beijing or London Olympics as their case study. Although there are clearly strong tourist links present in such examples the prime focus is not tourism development. Some credit could be given in these cases but it was difficult to move into the higher levels of the Mark Scheme.

Part (a) was concerned with conflicts and part (b) with what has been or could be done to resolve the conflicts described in (a). Many candidates confused the two parts of the question, often referring to measures to address conflicts in part (a). Many of the conflicts chosen were described at a very simplistic level with stakeholders only identified in a general or vague manner. All too often there was little more description than *'litter is left behind and this upsets the locals'* or *'there is a lot of overcrowding and pollution'.*

More able candidates identified clear conflicts and stakeholders in part (a) and gave appropriate description of both the conflicts and the stakeholders' interests. Some of the more obvious conflicts can gain good credit when clearly expressed and developed, for example *'in San Antonio beaches are covered in bottles, food wrappings and plastic containers at the end of a day's sunbathing and beach activities. Even after dark beaches might have drinking parties with loud music played into the small hours. This puts a strain on local authority services needing to clean up and maintain order, such as refuse collection and police, both of which have to be paid for by local residents and businesses'.*

Well chosen and researched case studies can produce much better examples than these. In this particular question examples of economic, socio-cultural and environmental conflicts could have been used, depending upon the case study chosen.

Some case studies lend themselves better than others to providing detail for part (b) of the question – how the conflicts can be resolved. The candidate's choice of appropriate example is often critical to fully accessing the marks for this type of question.

Suggestions for teachers to prepare future TT11 candidates

1. Candidates need to become very familiar with the Pre-Release Material and be taught to use it in an appropriate way. 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 booklet and clarify understanding of any terminology or ideas not previously encountered in the course.

   Direct copying of extended sections 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 will ensure that the question set is being answered.

2. A range of well chosen 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. Case studies should be chosen to illustrate all the specific content detailed in the specification, which is why a number of studies need to be made to ensure adequate coverage. Past papers for TT11 could provide initial case study material.

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. The much quoted "multiplier effect" should be developed and illustrated. Examples should be real and specific, not just generic.

4. Candidates need to practice answering questions which contain command words such as 'evaluate', 'justify', and 'assess' since the questions using these command words will inevitably carry a high mark tariff. Candidates should also remember that command words such as 'describe', which might be judged to be less demanding still require detail and development in the descriptions given.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.