



General Certificate of Education

Travel and Tourism

8651/8653/8656/8659

TT11 Impacts of Tourism

Report on the Examination

2009 examination - June series

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General Comments

This Paper has Pre-Release Material available to candidates prior to the examination. The PRM was based on the South Sinai region of Egypt. 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. There should be adequate preparation for this unit otherwise candidates are likely to be at a disadvantage and marks will suffer as a result.

The majority of candidates were able to access the paper fully and thus make positive and creditworthy responses to the questions set. All questions in the paper were to be attempted and very few questions were left unanswered. 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, and/or to answer in general rather than specific terms.

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

What was particularly good

1. Once again there was a general willingness and ability to make reference to the key ideas and concepts relating to this unit and to other units in the specification, including the use of subject-related terminology.
2. In general candidates were able to refer to impacts from a range of different perspectives and group or personal viewpoints.
3. There were fewer examples of inappropriate case studies being used in the final question than had been the case in previous examinations. Generally the scale of the alternative case studies presented by candidates was more appropriate with fewer candidates choosing areas which were too large to allow a clear and detailed focus to be developed.

What was not so good

1. There is still a tendency for candidates to answer questions in generic terms rather than in specific terms with detailed examples. This is a weakness which has been identified in previous reports.
2. Similarly, many candidates continue to take an extreme view of the impacts of all-inclusive holiday packages. Many candidates present these developments as being completely negative in their impacts. Many also assume that any 'package' holiday will also be 'all-inclusive'.
3. A lack of balance and sophistication in questions inviting discussion or assessment is often characteristic of weaker candidates. Impacts are seen as being completely negative or positive when this is rarely the case.

Question 1

Part (a)(i) was related to Item B in the Pre-Release Material which gave tabulated data for number of hotel beds and value of tourism receipts for Egypt as a whole. Candidates had to compare the changes in these two key tourism indicators for the period between 1991 and 2006. The better candidates made their comparisons explicit and were able to point to the uninterrupted growth in numbers of beds and the inconsistent growth in tourism receipts. Weaker candidates often did not make their comparisons explicit and merely quoted the specific yearly data. Some candidates carried out simple manipulations of the data in order to

emphasize significance – for example number of tourist beds increased by more than 3 times over the period and tourism receipts increased by between 4 and 5 times over the same period. Some candidates suggested reasons for the comparisons they made. The question did not ask for this and so no credit could be given.

Part (a)(ii) required the use of the third set of data in Item B – average tourist spending per day. In this case reasons were required to explain the changes in average spending per day. Many candidates missed the ‘per day’ element of the data presented and read the figures as total spend; consequently they failed to gain marks. However many did make appropriate references to the growth of all-inclusive holidays leading to potentially less local spend by individual tourists. Others used fluctuating exchange rates as a possible factor, although this was not always adequately explained. The effects of the 9/11 disaster was often used in explanation by those who misinterpreted the statistics in the context of declining numbers of visitors. This event could have been used if the argument put forward was in terms of potentially fewer US visitors, following 9/11, who might be expected to be bigger spenders. The question invited a degree of speculation and so any reasonable idea which used the statistics accurately was given credit.

In part (b), candidates were invited to refer to Items B and C. Item C was an edited extract from a news report on the opening of a new airport terminal at Sharm el-Sheikh airport. The question asked for an assessment of the overall economic impacts of tourism development in Egypt. In this case answers which were somewhat generic and non-specific could be given some credit since the question was asked in the context of the overall economy of Egypt. However the better candidates made reference to specific detail to support their suggestions, e.g. the new airport terminal would allow more visitors who would bring in more spending, specific construction jobs on hotel developments and other infrastructure developments would be created etc. The answers of weaker candidates frequently had no specific detail to support their suggestions and often wandered into environmental and socio-cultural impacts.

Question 2

This question considered the links between terrorism and criminal activity and tourism. Item D was an extract from a news bulletin describing a Sharm el-Sheikh terrorist attack which was meant to give some background to recent terrorist activity in Egypt. The question was frequently the lowest scoring for individual candidates. Many candidates were of the opinion that Egypt was at war with most if not all of its neighbours. It would clearly be inappropriate to expect detailed knowledge of the geo-politics of the region. However, since terrorism is such a well-publicised issue, the topic is identified in Unit 1, and this Unit is synoptic, it does not seem unreasonable (given the prompt of Item D) to expect some thought to have been given to the background to terrorism in the region. The criminal activity idea was included to widen the question and allow an alternative theme to be developed within the question. Both aspects relate to the ‘soft target’ and publicity linked to tourist destinations and tourist activity. Many candidates were confused as to whether the terrorism/criminal activity was linked to country policies (official or unofficial), political action groups, religious action groups or just individuals. Many simply put both terrorist and criminal activities down to local jealousy of ‘rich’ western tourists. Nevertheless some candidates did highlight the prime publicity value of tourists in the context of terrorist attacks and their potential vulnerability both to terrorist attack and low level criminality. Where some detailed characteristics of tourist situations were given, credit was readily awarded. A few better candidates developed the socio-cultural impact concept appropriately.

Question 3

A small number of candidates failed to realise that Sharm el-Sheikh was a specific tourist development area within South Sinai and this caused confusion in their approach to the questions. Parts (a)(i) and (ii) were concerned with the economic impacts of two different small groups of tourists staying in Sharm el-Sheikh. It was often well-answered, particularly in relation to the scuba diving group. For the two couples with an interest in natural and cultural heritage there were some misconceptions apparent when hotel package holiday was interpreted as 'all-inclusive', with the holidaymakers never venturing outside their hotel.

The focus of part (b) was the possible socio-cultural impacts, with Item H providing some background to the socio-cultural situation of the Bedouin in Sinai. Generally the question produced positive responses from candidates who were able to empathise and give some detail to support their comments on impacts.

Question 4

Part (a)(i) asked for a discussion of the positive and negative environmental impacts of tourism in South Sinai. Supporting material could be found in many sections of the PRM but more particularly in Item I. Most candidates made a reasonable attempt at both aspects of the question. However many extended their answers in relation to positive impacts by giving specific environmental management details which were more applicable to part (b). Perhaps understandably the negative environmental impacts were dealt with more successfully. A common feature of candidate responses in this paper is to see issues in an unbalanced way, with extreme views or positions frequently being taken. This was demonstrated in some answers to this question when it was suggested that even the slightest touch to a piece of living coral or a slight waste spillage would inevitably result in death, perhaps of the whole coral colony.

Assessment of the management of environmental impacts in South Sinai formed the focus of part (b), building on what had been discussed in part (a). The responses from candidates were good on the whole, with detailed and appropriate use of information from Items J & K being used effectively.

Question 5

Once again, in this final question, candidates had to choose an example from their own case studies and were instructed not to use South Sinai. There was no evidence that centres had not provided students with case studies but these do need to be well-chosen and detailed. A number of the case studies used by candidates were appropriate but still lacked the detail needed at A level. In this case the choice was left completely open with no requirement to choose an example from a particular area. Examples were more or less equally split between areas within the UK and overseas destinations (both from the LEDW and MEDW).

Part (a) was concerned with describing the range of impacts of tourism development on their chosen area/destination. This was well answered by the better candidates but weaker candidates tended to make very simplistic generic points lacking in specific and located detail.

Some case studies lend themselves better than others to providing detail for part (b) – evaluating the success of the impact management schemes. Just saying 'it has been successful' is not enough. The candidate's choice of appropriate example is often critical to fully accessing this type of question. In this case three specific management measures were required. The question was set out in this way to encourage specific detail. For many, this

structure did provide a help, but for others it proved a step too far, either because the example chosen was inappropriate or simply due to a lack of preparation for the examination.

Suggestions for teachers to prepare future TT11 candidates

1. Candidates need to become very familiar and comfortable with the Pre-Release Material. It 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 following points are worth considering:

- Investigate any ideas or terminology new to the candidates and make sure these are understood.
 - If the PRM is set in a country outside the UK a little background research into the country and the specific area of the study might be undertaken. This should be restricted to broad features of geography, history, politics, economy etc. A simple internet search is all that would generally be required. This could equally be provided by the course tutor, or be brought out in class discussion with the candidates. This is simply scene-setting and the opportunity to make reference to general characteristics of the area presented in the PRM. The material is available in good time for such arrangements to be made.
 - General discussion and consideration of the kind of material presented should give candidates increased confidence in making use of the detailed information in the examination itself.
 - Study previous examination material as part of the preparation for this unit. Look at the link between previous Pre-Release Material and the questions eventually set. Questions will not be simply comprehension exercises based on the PRM. Candidates will need to use the material to illustrate ideas they have studied in their preparation for this unit and throughout their Travel & Tourism course.
 - In the written examination itself 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. Students should practice writing answers to previous papers, both individual questions and complete papers.
 3. 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. Past Pre-Release Material for TT11 can often provide initial case study material.
 4. 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. When technical terms are used they should be explained or qualified in some way to show the candidate's knowledge and understanding of them.
 5. Candidates should be taught how to organise their answers in order to successfully address the instructions such as 'evaluate', 'assess', 'discuss' and 'justify'.

6. Centres are advised that in future TT11 examinations the mark for one of the longer questions will be awarded based on both the content and the quality of candidates' written communication.

Mark Ranges and Award of Grades

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