

Examiners' Report/ Principal Examiner Feedback

January 2011

Applied GCE

GCE in Travel & Tourism (6993)
Unit 7: Responsible Tourism

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Publications Code UA026124

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Introduction

This was the ninth paper for this unit. Questions were set to assess candidates' learning of the content of the specification given in the 'what you need to learn section'. Questions were devised to meet the requirements of the Assessment Objectives (AO) which are given on page 167 of the specification.

There were 90 marks available on this paper.

Quality of written communication was tested on two questions (1dii) and 2b).

The paper consisted of matching, short answer and extended writing style questions.

The question paper was divided into three questions. Questions 1 and 2 were based on case studies. Question 1 concerned a city destination in a more economically country (MEDC) Liverpool in the UK and question 2 focused upon an overseas destination in a less economically developed country (LEDC) Costa Rica. As in previous series question 3 concerned the Management of Responsible Tourism and The Impacts of Tourism. Each question was worth 30 marks and within each question, the more challenging questions targeting AO4 and AO3 were towards the end of each section.

Overview

Overall candidates seemed to engage well with the paper and most attempted all of the questions.

The approach to individual questions follows in the main body of this report however a general summary of areas for improvement may be beneficial to centres. Poor exam technique with regards not answering the question was probably the biggest factor that hindered achievement for many.

For instance in 1a) examiners were looking for appropriate objectives that local authorities would have for developing tourism in a city that had suffered economically. Many candidates gave suggestions as to how Liverpool's problems could be overcome and did not answer the question.

In di) examiners were looking for links between Liverpool and the characteristics of the stage of rejuvenation. Many wrote about impacts and how much income and how many jobs were created or described how Liverpool had been in decline. In 2d) a surprising number of candidates failed to pick up marks here by giving suggestions on how to achieve responsible tourism. They had not read the question properly - they had not been asked to write a Responsible Tourism Code but a code for Tourists. Some applied their suggestions to what tourists on the holiday in Costa Rica could do to be responsible, where appropriate these were accepted. Examiners were looking for a code for tourists that would tell them how to be responsible.

The other main factor was candidates simply not knowing some of the unit content and terms.

For instance:

In 3a) it would seem that many candidates were unfamiliar with this term and wrote about 'fake cultures'.

Similarly in 3bi) and 3bii) candidates struggled to offer explanations of these terms. In 3bi) many wrote about widening participation which is not about maximising socio-cultural impacts.

Candidate performance

Q1

This question looked at agents of tourism development, the TALC stages, and impacts.

Q1(a)

This question was not answered particularly well and few scored full marks. Most candidates struggled to pick up more than one or two marks. As mentioned, they had engaged well with the introduction to Liverpool and many gave suggestions, some along the lines of tourism development proposals. The requirement to 'suggest an objective' has appeared on past papers and examples are given in the specification. Examiners were looking for clarity and precision- an objective worded as an objective. Some gave objections.

Examiner Tip for students:

Look at how many marks are available and how much space there is to write your answers. When asked to write an objective it should be a concise statement of intent, start with an action verb "to create", "to ensure" - check the unit specification for some ideas. The first few questions in Q1, Q2, and Q3 usually test knowledge and offer a chance to pick 'easy' marks up. Do not suggest the principles of responsible tourism unless specifically asked.

1b(i)

This was quite well answered by many candidates who picked up two of the three marks available for the correct sectors. Typically the majority recognised that Radisson is in the private sector and that the North West Development agency is in the public sector. Even though the stimulus clearly stated that the Mersey Partnership was the tourist board, this scored less well and saw the greatest variety.

Examiner Tip for students:

In such questions, don't expect there to be an example from each sector. Here two organisations were in the public sector.

1b(ii)

This question was not answered particularly well. Whilst many gained a mark for responses relating to promotion, understanding the roles of tourist boards seemed to be weak.

1c(ii)

This question was in general quite well answered and those who knew the stages and were able to identify three characteristics scored full marks. Many gained one or two out of the three possible marks for the characteristics. The vast majority gained full marks for 1c(i) and correctly identified the stages.

1d(i)

This question was not particularly well answered by candidates who did not read the question properly and wrote about the impacts of rejuvenation or else the decline stage. The question clearly instructs candidates to refer to the characteristics of the rejuvenation stage. Examiners were looking for links between what had happened in Liverpool and the characteristics. Where candidates did this, many scored at least four out of the possible eight marks.

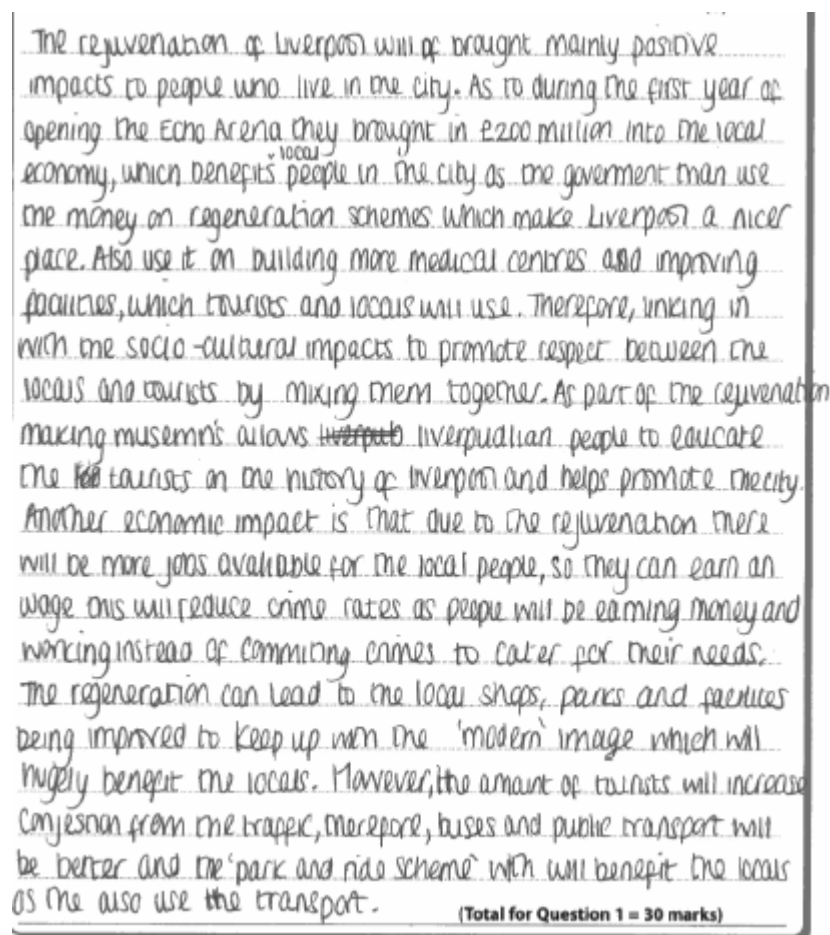
Examiner Tip for students:

Read the question carefully. Read your answer when you have finished and check it against the instructions. You could use 'ticks' to check you have done what is asked. Here it was not necessary to write about the state of Liverpool prior, just reasons to support the view that it had reached rejuvenation. Make sure examiners know that you know the characteristics use phrases like 'this is a characteristic of this stage'.

1d(ii)

Candidates in general engaged well with the case study and many scored at least Level 2, 4 marks for this question by showing assessment and application. Examiners were looking for judgements and a focus on the impacts on the people of Liverpool as well as an understanding of rejuvenation. The highest scores were achieved where candidates really focused on the information in the case study and did not include inappropriate impacts such as 'respect local people'. Instead, at the top of Level 2 and into Level 3 they wrote about locals benefiting from free events during Capital of Culture and greater pride from the improved environment.

Here is a sound Level 2, 5 mark response.



The rejuvenation of Liverpool will of brought mainly positive impacts to people who live in the city. As to during the first year of opening the Echo Arena they brought in £200 million into the local economy, which benefits ^{locals} people in the city as the government can use the money on regeneration schemes which make Liverpool a nicer place. Also use it on building more medical centres and improving facilities, which tourists and locals will use. Therefore, linking in with the socio-cultural impacts to promote respect between the locals and tourists by mixing them together. As part of the rejuvenation making museums allows ~~Liverpool~~ Liverpoolian people to educate the ~~the~~ tourists on the history of Liverpool and helps promote the city. Another economic impact is that due to the rejuvenation there will be more jobs available for the local people, so they can earn an wage this will reduce crime rates as people will be earning money and working instead of committing crimes to cater for their needs. The regeneration can lead to the local shops, parks and facilities being improved to keep up with the 'modern' image which will hugely benefit the locals. Moreover, the amount of tourists will increase congestion from the traffic, therefore, buses and public transport will be better and the 'park and ride scheme' will benefit the locals as they also use the transport.

(Total for Question 1 = 30 marks)

The reason this does not score higher is that some aspects are generalised and theoretical e.g. 'medical centres'; 'promotes respect' is a principle not an impact. However there is inclusion of some negative impacts and reference to the case study and judgements so worthy of the mark awarded.

Examiner tip for students:

Read the case study carefully for clues. Examiners are looking for some of the less obvious impacts to gain the higher marks. Here as an assessment/evaluation is required do include some negatives and draw a conclusion linking back to the question such as 'I agree that rejuvenation has brought mainly positives to the people of Liverpool because.....'

Question 2.

This question looked at the principles of responsible tourism and the impacts of wildlife activity holidays in Costa Rica.

2a(i)/(ii)

2a(i) This question was answered well by candidates who knew the four principles and were able to describe them. These are given in the unit specification.

2a(ii) Similar questions have appeared on past papers. On this paper suggestions rather than explanations were required. Examiners were looking for ideas related to achieving the principles given in 2a(i). Many gave appropriate ideas based upon what local authorities, developers, hotels could do. There were fewer instances of candidates writing about what tourists should do.

Here is an example of a response scoring full marks:

2 (a) One of the principles of responsible tourism is to 'minimise the negative economic, socio-cultural and environmental impacts of tourism'.
(i) Describe two other principles of responsible tourism. (4)

1. Create respect between tourists and local people

2. Promote the conservation of natural and cultural heritage.

(iii) Suggest how each principle you have described could be achieved. (6)

1. This could be achieved by ~~that~~ employing local people as guides on tours or encourage tourists to use local owned hotels and restaurants so they can interact with the local people and learn about a new culture and lifestyle

2. By giving the tourists leaflets, tours, books and other media on the area they can be more aware of how they can help to protect and conserve it.

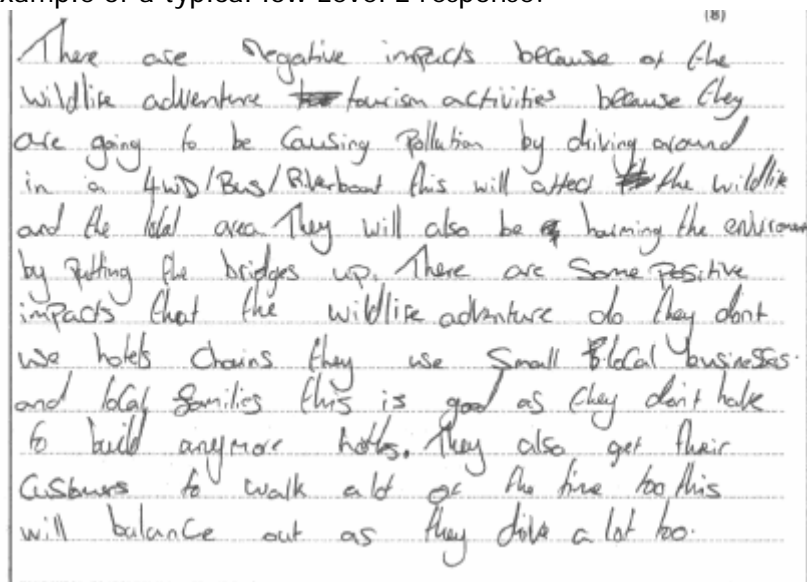
Examiner Tip for students

When you are faced with these types of questions, try and focus on the principles rather than impacts to show your understanding.

2b

This question was well answered by the majority who were able to achieve at least Level 2, 4 marks and a good number awarded marks at the top of Level 2 and Level 3. As in 1d(ii) here examiners were looking for focus, and good use of the information in the case study, rather than generalised analysis. Candidates engaged well with the stimulus material and those scoring the highest marks tended to pick out likely impacts of the small group size, high costs, education, guide, using existing accommodation on the positive side and negatives related to the construction of the zip wires, night walks, breeding season, 4WD. Where marks were awarded at Level 1 and low Level 2 this was generally due to simplistic responses concerning 'damage' or 'harm' to the environment 'soil erosion' and/or also included economic impacts, not asked for. Good responses were also seen where candidates referred to other valuable habitats such as the Galapagos islands.

Here is an example of a typical low Level 2 response:

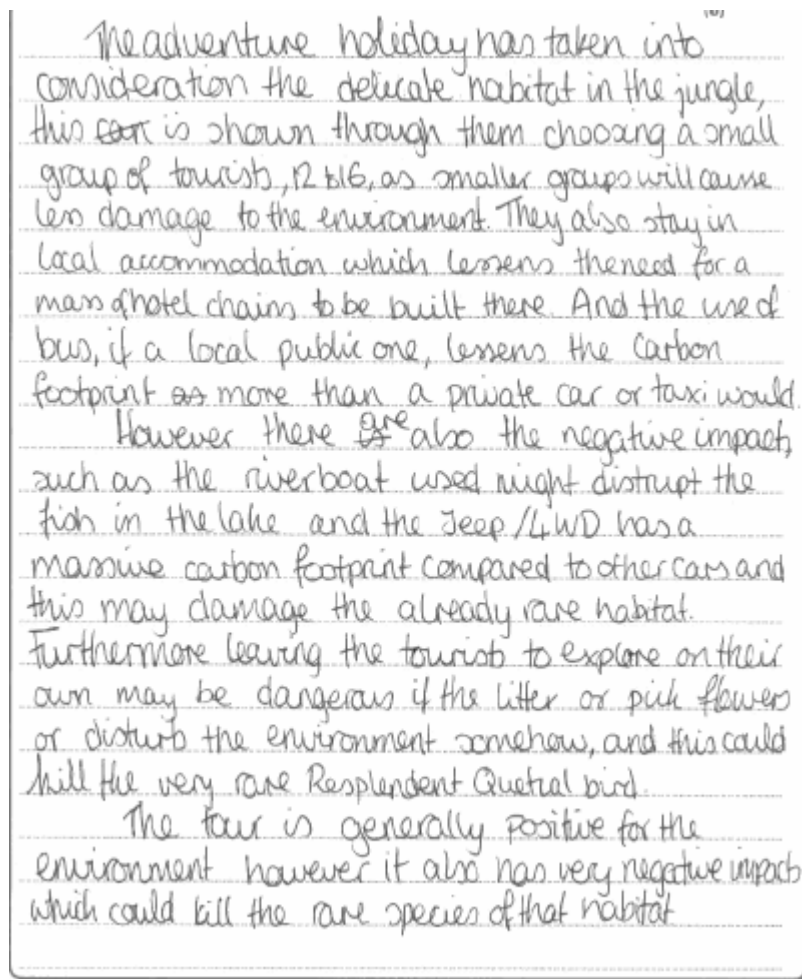


18)

There are negative impacts because of the wildlife adventure tourism activities because they are going to be causing pollution by driving around in a 4WD/Bus/Riverboat this will affect the wildlife and the local area. They will also be harming the environment by putting the bridges up. There are some positive impacts that the wildlife adventure do they don't use hotels chains they use small local businesses and local families this is good as they don't have to build anymore hotels. They also get their customers to walk a lot of the time too this will balance out as they do a lot too.

It is marked Level 2 as there is application to the case study; however the analysis is weak and simplistic. For higher marks more development of ideas is needed.

Here is an example of a response worthy of Level 3 marks:



The adventure holiday has taken into consideration the delicate habitat in the jungle, this ~~can~~ is shown through them choosing a small group of tourists, 12 to 16, as smaller groups will cause less damage to the environment. They also stay in local accommodation which lessens the need for a mass of hotel chains to be built there. And the use of bus, if a local public one, lessens the carbon footprint as more than a private car or taxi would. However there ~~is~~ are also the negative impacts, such as the riverboat used might disrupt the fish in the lake and the Jeep/4WD has a massive carbon footprint compared to other cars and this may damage the already rare habitat. Furthermore leaving the tourists to explore on their own may be dangerous if they litter or pick flowers or disturb the environment somehow, and this could kill the very rare Resplendent Quetzal bird. The tour is generally positive for the environment however it also has very negative impacts which could kill the rare species of that habitat.

The candidate shows a clear focus on environmental impacts of the activities/holiday and as QWC is being assessed a good structure and language. Ideas could have been developed further but it is clearly applied and shows analysis.

Examiner Tip for students

Plan your answers for the *QWC questions. In this instance to show analysis consider each type of impact (positive and negative) separately. Refer to information in the case study to get more marks. Here you could refer to the size of the group, canopy/zip wires, transport etc. You need to think of likely impacts of these aspects, not just what you have learnt in class. Use connecting phrases 'this means that' or 'on the other hand', 'however' to show analysis. Make some conclusions at the end use word such as 'overall there are more ...'

2c)

This was a new type of question and it was pleasing to see most candidates scored well here. The majority scored at least four out of the possible six marks and were able to use the three examples to explain how the tour operator supported the principles of responsible tourism. Carbon offset was not quite as well understood but most were able to make the link to minimising negative environmental impacts for one mark for this example. Marking was flexible so those writing in detail about the Caribbean Conservation Corps in Tortuguero National park may have scored three marks on the one example.

Here is an example of a response scoring full marks:

Go Green supports the principles of responsible tourism. Through the Rainforest Alliance it supports 'creates economic benefits for local people and improves their quality of life' as by the locals learning how to be more sustainable in tourism they can create a better environment to live in, and also encourage more eco-tourists to come and gain more money for their economy.

~~Minimise~~ Minimise the negative environmental, economic and socio-cultural impact can be done through the Carbon offset. Go Green show customers the cost of Carbon offsetting in their flights and they actually include it in their tours prices, so the customer has no choice but to pay the offset. This will help protect the natural environment and habitats.

Finally the conservation of natural and cultural heritage is done through the Caribbean Conservation Corps in Tortugueros National Park. As here ~~to~~ they encourage tourists to clean up beaches and the money from entrance fees helps to protect the endangered habitats. This means that the habitats should be around and safe for many more years as they are so rare and unique.

The candidate shows a sound knowledge of the principles and has applied their knowledge to the three examples clearly.

2d)

The scores for this question were somewhat disappointing, most scored four marks or less out of six available. It seemed many candidates had misinterpreted the question. However it served well in discriminating the more able candidates. As mentioned in the introduction many candidates were seemingly so enthusiastic about Costa Rica that they applied their suggestions to the case study and wrote about what tourists on this holiday should do. These were accepted where appropriate, however in this instance they had not been asked to apply their answer to the case study. Others gave a code for responsible tourism and wrote about what planners should do. Examiners were looking for a code for tourists.

Here is a response worth full marks:

Responsible Tourist Code

Suggestion 1 Pick up your litter!

Explanation it is important to pick up your litter, as not only is it bad for the environment if you don't, it also means you aren't respecting the local community

Suggestion 2 Shop locally!

Explanation shopping in local, small, family businesses and buying local stock is a great way to benefit the local area and community.

Suggestion 3 Use a guide!

Explanation using a guide will not only help you to find your way around, it will also benefit him, as he will be getting money for his services.

Here appropriate statements are given showing what tourists should do and the explanations given are appropriate in being a responsible tourist.

Examiner Tip for students:

Read the question carefully! Here it clearly states what 'holidaymakers' should do. You have already been given marks for stating the principles so you do not need to re-write them here. Examiners can see whether they are appropriate.

Question 3

This question looks at impacts of tourism and how they are managed.

3a(i)

Candidates did not score as well as was hoped on this question. Examiners were looking for a description of one positive economic impact. Marks were essentially 'lost' when candidates gave explanations relating to jobs improving quality of life for locals - quality of life is a socio-cultural impact; or gave more than one impact. Less than half scored full marks for this question.

Here is a typical response scoring 1 mark:

(1)

Tourism ~~creates~~ generates income to the local community. This income creates new businesses and new jobs improving the local peoples quality of life.

Here the candidate refers to income, business, jobs and links to quality of life. There is no description of one impact.

Here is a response scoring 2 marks:

(2)

Increased employment opportunities created by tourism, both direct and indirect e.g. in hotels and as construction workers.

This is what was expected a description, with some detail, of one impact.

Examiner Tip for students:

You can prepare for questions on impacts. Where you are asked to describe for two marks, examiners are looking for some detail; simply describe the impact. The easiest way to achieve this is by giving an example to add detail. If you have been asked to explain you need to include statements - 'this means that' and explain the consequence of the impact. Make sure you only refer to one impact such as employment. Also remember 'quality of life' is linked to economic impacts only as a 'principle'. Principles are mainly tested in question 2. Do not give principles unless asked to.

3a(ii)

This question was generally not well answered by candidates who did not seem to know the term. Many did not attempt the question. Where candidates knew the impact they were often able to achieve full marks and tended to include appropriate examples. Many scored two or three marks though a significant number scored zero.

Here is a response worth full marks:

- (ii) One negative socio-cultural impact of tourism is 'Staged Authenticity'. Explain the term 'Staged Authenticity'. You may include an example to support your explanation.

(4)

Staged authenticity is when a traditional activity is carried out purely for tourist satisfaction, ~~even~~ and therefore the true meaning the activity originally had will be lost, as instead of being performed for special occasions, they are performed more frequently for tourists. An example of this is Greece, where smashing plates traditionally took place at weddings.

Clearly explained and appropriate example used in support.

3a(iii)

This question also tested candidates' knowledge of impacts and in general they performed better here; fewer scored zero and most picked up three or four marks.

Here is a response scoring full marks.

Leakage is when money brought spent in a community is not given back to the community and therefore taken by a foreign investor. This leaves the community without the money they should earn through tourism.

In Goa there are hundreds of foreign owned hotels, so most of the money ~~then~~ spent by tourists will go straight to the foreign investors. However if they employed local people and bought local sourced food, wood, etc. then more money could stay in the environment. ~~as~~ Thomas Cook said 89% of money from tourism stay in the local community, but it should be more as that community is the actual host.

It is evident the candidate understands the impact, the consequence is explained and an appropriate example is used in support.

Examiner Tip for students:

Remember that some impacts are more relevant or more serious for destinations in the LEDW than MEDW. In 3b, both impacts are a real concern for tourist destinations in the LEDW. If you include an example make sure it is appropriate and shows your understanding, here your choice of example would be expected to be of a destination in the LEDW than say London.

3b(i)

This question was not well answered by many candidates who did not seem to know the term. Questions testing candidates' knowledge of strategies used to maximise positive impacts have appeared on past papers. Candidates are expected to know terms given in the unit specification. Many did not even attempt the question. Many that did and were clearly 'having a go' incorrectly wrote about widening participation. Examiners were looking for how locals would benefit. Few had grasped this strategy was about benefiting local people. Some marks were picked up in responses relating to allowing locals to use facilities or improved public transport links.

3b(ii)

As with 3b(i) candidates did not seem to be prepared for this question although more connected with the idea it was about reducing environmental impacts and wrote about surveys.

Examiner Tip for students:

Use the unit specification to devise a revision checklist. Put on your list all the terms in the specification and tick off when you are confident you understand them, can give examples or could describe them.

3c)

This question or similar has appeared on previous question papers. It was not particularly well answered by candidates who chose inappropriate destinations such as Blackpool, Benidorm, Birmingham or wrote about eco-resorts with no reference to impacts. The best destinations to look at how impacts are managed are countryside areas where the environment is special and at risk from large volumes of tourists - the best responses related to National Parks in the UK, the Galapagos islands, Bhutan and the Inca Trail. Despite the question prompting candidates to include specific details, many responses were generalised accounts or descriptions.

Examiner tip for students:

Show the examiner that you know the positive/negative impacts appropriate to that destination and how they have been managed in reality. Examiners will ask themselves 'could this be anywhere?' If you know the names of places or projects put them in your answer. You have to show research in these questions.

Summary

It was pleasing to see that overall, many candidates showed a good understanding of the unit and attempted to answer all the questions. Standards of communication, language used, spelling and grammar were, in the main, good. Many improvements seen in terms of structured responses and higher level skills of analysis and evaluation. Where scores were disappointing it was felt that these issues are not insurmountable and can be overcome in the next series.

Grade Boundaries

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Order Code UA026124 January 2011

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