

Examiners' Report/
Principal Examiner Feedback

June 2011

GCE Travel and Tourism (6993)
Unit 7: Responsible Tourism

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General Introduction

This was the tenth 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 p167 of the specification.

There were 90 marks available on this paper.

Quality of written communication was tested on two questions, Q1(e) and Q2(d).

The paper consisted of matching, short answers 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 seaside destination in a more economically developed country (MEDC) in the UK, based in the town Newquay, and question 2 focused upon an overseas destination in a less economically developed country (LEDC), Kenya. 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.

Summary of Candidate Performance

Candidates should be reminded to only use a black ink or ball point pen to answer questions. They also need to be aware of the need to write legibly so that examiners can easily read their answers in full.

Where a candidate wishes to continue their answer they need to indicate this clearly so that the examiner can find it; for instance by using an asterisk* and page number or reference to extra sheets.

Overall, candidates seemed to engage well with the paper, particularly the case studies. There was some good evidence of candidates taking note of feedback from previous examiner reports and good practice was seen. For instance, where candidates highlighted command verbs, made notes on the scripts, identified impacts on the case study stimulus and jotted down a plan of their answer.

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 timing and not answering the question were probably the biggest factors that hindered achievement for many. With regards to timing, it would appear that a number of candidates spent too long on some questions, particularly Q1(e) and Q2(d), and then ran out

of time and consequently did not answer some of the questions in Question 3. Some of the questions left unanswered tested basic understanding and knowledge. Candidates should be aware that spending too long on the higher marked/more challenging questions where they may only gain an extra couple of marks should not be at the expense of failing to attempt some of the 'easier' questions. Time could have been better spent on Q3(b) for instance where 8 marks were available. A better technique would be to attempt all questions and make a note of questions to expand upon, and then go back if time allows.

Not answering the question correctly results from misreading the question or not understanding the command word.

For instance:

In Q1(d), examiners were looking for an explanation with reasons that showed Newquay had reached stagnation. Where candidates offered descriptions, marks were restricted.

In Q1(f), for the first aim, examiners were looking for ideas that would bring tourists to Newquay all year round, many candidates gave suggestions for how to attract families in the summer and did not give any suggestions for what could be offered in winter/off peak months.

In Q2(b), a surprising number of candidates explained why less economically developed countries could not develop tourism through lack of money or infrastructure or due to riots. The question simply asked for candidates to describe two negative economic impacts.

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

For instance:

In Q2(c), it was surprising how many candidates did not seem to know the principles of responsible tourism. These are clearly stated on p92 of the specification (7.1).

In Q3(a)(ii), many candidates were unfamiliar with this term and wrote about 'staged authenticity'.

Similarly in Q3(b)(i) and (ii) candidates struggled to offer explanations of these terms. In Q3(b)(i) many wrote about widening participation, which is not about maximising socio-cultural impacts.

Candidates should be aware that the exam paper is written around the contents of the unit specification. They are expected to know the terms given in the specification and be able to give explanations and examples.

Candidate Performance

Question 1

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

Q1(a)

This question was quite well answered by many candidates – 50% achieved at least one mark. 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 impacts such as the multiplier effect or wrote long explanations which are not appropriate.

Here is an example of a typical weak response:

(a) Suggest **one** economic objective Cornwall Council may have in developing tourism in Cornwall.

(2)

Make the area's image look better, updating shops etc. Also have more jobs for locals and use local products to build things and put in shops.

The candidate has given some ideas but no objective. Some candidates used the statistics given and suggested precise objectives. Here is an example scoring two marks:

(a) Suggest **one** economic objective Cornwall Council may have in developing tourism in Cornwall.

(2)

To increase the total visitor related spend to £2 billion by 2012

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 give impacts unless specifically asked.

Q1(b)

This was not very well answered by many candidates – 25% did not score any marks, although those who knew the stage gained at least two marks 33%. The question required candidates to identify three key characteristics of the consolidation stage. It would appear this stage is less well understood than others tested in past series.

Here is an example of a response that did not score any marks:

1. Tourism has a high growth in the host country/city.
2. Economic benefits such as more jobs are created.
3. Local area is able to develop using tourism income.

Clearly the candidate has 'had a go' but does not know this stage. Here is a response scoring full marks:

1. Tourist numbers still increasing, but at a slower rate.
2. Destination becomes heavily reliant on tourism as a source of income.
3. May be some environmental strain on destination.

Q1(c)(i)

This question was answered well by the majority of candidates. 'Tourism Newquay' was the least well understood with 69% giving the correct sector, public, compared with 95% correctly matching 'Air Southwest' with private, and 88% 'Cornwall Council' with public.

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.

Q1(c)(ii)

As seen in previous exams, this question was not answered particularly well. Whilst 44% gained a mark for responses relating to promotion, understanding the roles of tourist boards in developing tourism seemed to be weak.

Q1(d)

This question was not particularly well answered by many candidates who did not seem to know the characteristics of the stagnation stage. Examiners were looking for candidates to be selective and extract from the information given evidence that would show Newquay was at stagnation. Some just described the characteristics or else described impacts and many wrote about tourist numbers decreasing and poor image which are characteristic of decline and had not read the question carefully. Examiners

were looking for links between what had happened in Newquay and the characteristics. Where candidates did this, many (42%) scored at least four out of the possible eight marks.

Examiner Tip for students:

This type of question has appeared before. You need to make it clear to the examiner that you know the characteristics of the stage and show you can apply your knowledge. You could structure your response with key words and phrases to show this. For example:

'One characteristic of this stage is that '.....' and it can be seen that 'name of destination' has reached this stage because '..... apply to destination by pulling out information from case study/data

Q1(e)

Candidates engaged well with the case study and the majority (74%), scored at least Level 2, 4 marks for this question by showing analysis and application. Examiners were looking for a focus on the socio-cultural and economic impacts of tourism in Newquay. The highest scores were achieved where candidates really focused on the information in the case study and did not include inappropriate impacts. Instead, at the top of Level 2 and into Level 3 candidates considered less obvious but still valid impacts such as falling house prices.

Here is a sound Level 2, 5 mark response:

Tourism can impact a destination for both positive and negative reasons. By having mass tourism it allows the local people to gain economic benefits from as they are able to attract the tourists who the shops, however the mass tourism also means overcrowding which the local people are against. Also, with teenagers going there drinking and causing vandalism cost the local council money to clear up the mess they create.

The local people may like interacting with tourists as they can express how they like the destination and they get a chance to try the well known 'Cornish Pasty' which is part of what Cornwall is about. On the other hand, the local people may be resilient towards young holiday-makers as they have the picture in their head of drinking, vandalism, drugs and fighting. This is therefore a negative socio-cultural impact as they have labelled the young people as ~~spenders~~ bad for Newquay's reputation.

Although a short and straightforward response, the candidate has tried to give a balanced analysis considering positive and negative economic and socio-cultural impacts. Analysis is apparent with use of linking statements showing good practice – ‘on the other hand’ and it is applied and relevant to Newquay throughout. QWC is being assessed in this question too - the structure is organised, with on the whole, competent use of terminology and spelling. The reason this does not score higher is that some aspects are generalised and ideas are not fully developed. However there is inclusion of appropriate impacts and reference to the case study, and so is worthy of the mark awarded.

Examiner tip for students:

Read the case study carefully for clues. Examiners are looking, for the higher marks, for balanced responses with a clear focus on the case study throughout. Develop some of your ideas with linking statements such as, ‘a consequence of this impact would be that’. An introduction and conclusion are also helpful on a question where QWC is being assessed.

Q1(f)

This question did not see many candidates scoring high marks, although around 38% scored three or four out of the possible six available. Being at the end of question 1, the question tests higher level skills (AO4). Candidates were required to make recommendations/suggestions for meeting two aims to help Newquay rejuvenate. As mentioned previously, many candidates failed to notice the requirement for ‘all year round’ in the first aim. Even where this had been noted many gave simplistic and sometimes unrealistic suggestions such as ‘indoor theme parks’. Better responses came from those who suggested seasonal events targeting retired people or off-peak discounts. For the second aim, many gave vague suggestions such as improve transport, have more police rather than specific suggestions. Others gave unrealistic ideas such as ‘luxury shops’ or ‘build a shopping centre’ despite the evidence showing that shops were in fact closing. Better responses related to more flowers, seating and lighting to make the town more attractive or reduced rents to bring businesses back in or park and ride, trams linking to airport.

Here is a typical response:

Attracting tourists to Newquay all year round

By attracting tourists all year round is by offering package holiday to ~~ea~~ visitors. This will show visitor cheap and affordable holiday for customers. By doing this offer visitor hotel, transport and some attraction at a good prices. Also make use attractions are open up ~~also~~ all year round not just peak times.

Improving the town centre and infrastructure

This could be done by opening up new bars and clubs that are updata for family families can go into not just younger people. Opening up shops centres so that families can go and shop but also this will create new jobs for the local people.

The candidate has made an attempt but suggestions are lacking any real detail focus or are unrealistic.

Here is a response scoring full marks:

Attracting tourists to Newquay all year round

Have new attractions, such as a fun fair by the beach in the summer and donkey rides on the beach for children. In the winter Newquay could have a Christmas carnival with Santa's grotto for children and in October and November have a scary carnival and a tour of the town with made up ghost stories and haunted houses. Also B+B's could give discounts in the winter months.

Improving the town centre and infrastructure

Cleaning the station to make it more appealing as there are not enough car spaces tourists will need to take the train. Fill up abandoned buildings with things a tourist would like such as a vintage shop of cinema. Get rid of the strip clubs, even if they are moved away from the main centre. Turn the empty bars into family restaurants and clear the beaches of drunk by having police on watch.

(Total for Question 1 = 30 marks)

Lots of suggestions all related to each aim. On the whole appropriate.

Question 2

This question looked at the principles of responsible tourism and the impacts of safari tourism in the Masai Mara in Kenya.

Q2(a)

This question was similar to 1(a) in that candidates were required to suggest one political objective for the Kenyan government. It was answered quite well by many candidates although 32% did not gain any marks. There was good evidence to suggest some candidates were prepared for this type of question by those who wrote, 'to...' and many responses related to

improved image/identity. Some gave inappropriate objectives such as economic or environmental, others gave principles.

Here is a typical response that did not gain any marks:

to create or preserve and promote
their cultural identity.

Whilst worded as an objective being clear and precise this is not an appropriate political objective.

Here is an example worth two marks

To enhance the social image of the country
to promote a positive and friendly culture and
try and vanquish the repercussions of the 2008 riots.

Here the candidate has used the information given and understood the potential difficulties facing the government in light of the riots to suggest an appropriate objective.

Examiner tip for students:

Here the question is looking for knowledge and application. When you are asked to suggest an objective and apply your knowledge as in 1(a) to Newquay and 2(a) to Kenya, look for clues in the information given in the preceding information.

Q2(b)

A surprising 25% of candidates did not score on this question testing knowledge of negative economic impacts in less economically developed countries. As mentioned previously, some candidates misinterpreted the question and wrote about problems facing these countries. On the whole 'leakage' was the most popular impact and a good understanding was shown by many candidates who picked up two marks for a detailed descriptions.

Here is an example of a weak response gaining no marks:

1 They haven't got enough money as a country to build themselves and having a better infrastructure.

2 People (local) have very less disposable income to spend with no jobs, they cannot feed their families and themselves.

Here is an example of a response scoring full marks:

1 There is often large presence of massive multinational companies that often do not put money back into local economy but take it out of the country to company headquarters. This is now widely recognised as economic or tourism leakage.

2 Local people are often paid much less money for the value of their goods due to currency rates and exploitation from tourists.

Examiner Tip for students:

When you have written your answer read the question again, look at your answer and ask 'have I answered this question?'. Remember the first questions in Q1, Q2, Q3 should be the 'easier' ones testing your knowledge, understanding, and whether you can apply it.

Q2(c)

This question was quite well answered by many candidates. The question has appeared on previous papers; however, 30% scored three marks or less. As mentioned previously, the principles are laid out in the specification and candidates are expected to know them.

A variety of suggestions were given that are not the principles, here are some examples of weak responses:

1 Sustainable tourism is a principle of responsible tourism which works towards maximising potential positive impacts as well as minimising negative impacts.

2 Green Tourism - this principle works towards the environment and making everything efficient.

3 Fair Trade holidays - this principle works towards ensuring the locals are paid fairly for what services they provide, for example ensuring they get a percentage of the money rather than it all going to

1 Conservation - this is where you aim to look after and conserve the natural habitat and the wildlife within it. A way in which this could be achieved is to throw rubbish in bins.

2 Respect - this is when you abide to the local rules and respect their ethnic and cultural values. This could be wearing appropriate clothing in public, for example.

3 Benefits - This would be where you buy things from the local traders. This can then make sure that the 'Multiplier effect' can be achieved.

These responses scored few marks and showed limited understanding of the principles. It would seem some candidates are writing about responsible tourism rather than the principles that can be followed in tourism development.

Here is an example worth full marks:

1 To minimise negative economic, environmental and socio-cultural impacts.

2 To promote the conservation of natural and cultural heritage.

3 To create economic benefits for locals and to improve their quality of life.

Some candidates expanded on their descriptions with explanations on how each could be achieved. Whilst this has featured on other papers as a separate question, it was not asked for.

Examiner Tip for students:

Check how many marks are available, here just two per principle. Follow the command word. Valuable time may be lost by writing too much and not gaining any extra marks.

Q2(d)

This question was well answered by the majority who were able to achieve at least Level 2, 5 marks and a good number of awarded marks at the top of Level 2. Indeed, 70% scored marks in Level 2. As in Q1(e), 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 appropriate negative impacts relating to threatened wildlife and disturbance from the off-road vehicles, loss of land and inappropriate development, alongside consideration of the local people possibly facing water shortages due to the construction of swimming pools and losing their way of life/culture and being exploited. This was balanced by consideration of positives which were less evident. 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 or 'erosion' and 'pollution'. Good responses were also seen where candidates included recommendations. Fewer were at Level 3 because they did not offer a balanced account focusing purely on the negatives.

Here is an example of a high Level 1 response:

The impacts of Maasai Mara are environmental impacts such as erosion of land as the game reserve has suffered from overcrowding, poor management and uncontrolled development, the overcrowding could lead to damaged roads and grasslands and destroyed habitats.

The good thing is that tourists travel in small groups with highly skilled guides.

The local Maasai people are victims of staged-authenticity as they put on shows to entertain tourists. They also suffer from economic leakage as tour operators and safari companies take more profit.

It is marked Level 1 as it is quite descriptive and lacks any real analysis, statements are made with no reasoning. There is application to the case study which means top Level 1 marks are appropriate. Generally some good ideas are made but these need expanding on and development to be at Level 2.

Here is an example of a response worthy of top Level 2 marks:

The positive environmental impacts are minimal, however there are many negatives. The loss of agricultural land being one as they are sacrificed for safari lodges. The erosion of land, with safari drivers going over grass land which is leading to threatening some species which will decrease biodiversity. There are also many negative impacts on local people, including the loss of natural habitats for both animals and local people as they are paid to move elsewhere. Poor planning has led to overcrowding and uncontrolled development, damaging the quality of life for locals. However, there are some positives as it is appreciated for its culture, the multiplier effect means many people benefit, plus it ~~conserves~~ preserves its rich culture, plus traditional crafts such as jewelry making. It has also increased local employment with safaris needing tour guides, game drivers and workers at restaurants, and as they have to be trained and educated, this improves the local area with better education.

The candidate shows a clear focus on the case study and impacts to local people and the environment. Ideas are developed and consequences of the impacts are analysed. A strong introduction 'sets the scene' and shows clear reasoning. QWC is being assessed and the response has quite good organisation and language. Ideas could have been developed in more detail and consideration of possible positive impacts on the environment for Level 3.

Examiner Tip for students:

Plan your answer where *QWC and, for 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. 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, using words such as 'overall there are more'.

Q2(e)

This question tested candidates' understanding of responsible tourism and how it could be used to help save the wildlife and benefit the local people. This has been tested on previous papers but the presentation and wording was different and had a specific focus. It was answered reasonably well by most candidates although 26% scored 1 mark or less and few scored high marks. Weaker responses just restated the principles, rather than applying them or else gave vague responses. Some candidates gave valid suggestions but no explanation. Better responses came from those who recognised the key words 'how' and 'could be used'. They gave practical suggestions and explanations based on what could be done, such as 'ban off-road driving', 'tighter planning', 'zoning/no go areas' and 'involve the locals', 'training', 'education'. Candidates then linked these ideas to the purpose – saving the wildlife, benefitting the locals and gave an explanation of how each would be achieved.

Here is an example of a typical weak response scoring two marks, one for each:

Wildlife

More people will be aware of the wildlife in Kenya and will respect the habitats of the. Responsible tourism could help by ~~edit~~ educating people who are planning on visiting Kenya and now they could help the wildlife.

Local people

Responsible tourism could help by buying local produce and items and use local facilities and tour guides and not just stay in the hotel ~~room~~ ~~the~~ complex. This helps economically in the area.

The response is very theoretical with limited explanation. There is no 'how' the people will be educated.

Here is an example of a good response:

Wildlife

The number of lions has decreased by half over the past 50 years and only the preservation of their natural environment through the education of tourist can help protect this. Posters and films can be shown as well as talks from local guides to help educate tourist as to how important it is to preserve the animals natural habitat and help to promote the negativity of Big Game poaching

Local people

Positive interaction between tourists and the local community can help benefit local people. Paying the locals direct for their accommodation and guidance avoids leakage through large tour operators meaning the local community and local economy directly benefit. Also the crafts and jewellery made by the locals could be sold for a small profit to benefit the lives of locals with tourist taking home a craft and leaving the wildlife in one piece.

(Total for Question 2 = 30 marks)

The candidate shows an understanding of the requirements and a sound knowledge of responsible tourism. Full marks are appropriate for the explanation relating to saving the wildlife. The explanation related to the local people has weaknesses and lacks some clarity in terms of specifics but there is explanation and understanding.

Examiner Tip for students:

Read the question carefully! You have already been given marks for stating the principles so you do not need to re-write them here. Show that you can apply this knowledge. Follow the commands – 'Explain how'. You need to check your answer and ask – 'have I said how'; 'have I explained'. Check your answer and the question in full.

Question 3

There is no case study this question looks at impacts of tourism and how they are managed.

Q3(a)(i)

Candidates did not score as well as was hoped on this question. Examiners were looking for a description of one positive socio-cultural impact. A disappointing 24% of candidates did not gain any marks for a straightforward knowledge-based question. Marks were essentially 'lost' when candidates gave explanations (not required) relating to jobs (economic); or gave more than one impact; or gave a principle. Just 38% scored full marks for this question.

Here is a typical response scoring no marks:

Has create jobs for locals (safari guided tours) This will bring money to them and help with the multiplier effect.

Here the candidate has not recognised this is now Question 3, new topics and there is no requirement to apply an answer to Kenya. The answer is about more than one economic impact and there is no description.

Here is a response scoring 2 marks:

One positive socio-cultural impact of tourism is revival of festivals, as tourists want to see the local culture so it is kept alive through performances and shows.

This is what was expected a description (albeit some explanation is included), 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. In a description you could include an example if you are struggling to add detail.

Q3(a)(ii)

This term has not been tested before but this question was answered reasonably well by many candidates and 70% gained at least two marks. Weaker responses rephrased the term and referred to 'preserve' / 'conserve' and showed limited understanding. The majority of candidates included an example to support their explanation. A wide variety of interesting 'real-life' examples were given.

Here is a response worth full marks:

Conservation and habitat preservation is when a habitat is protected from being possibly destroyed. An example of the conservation and habitat preservation is the Great Coral Reef in Australia. This is underwater and the area was protected so in order to see the coral reefs, a tour guide would dive in to the water as well and ensure tourists do not damage the coral reef whilst educating them at the same time.

A detailed example is given worth three marks and a brief but appropriate explanation for full marks.

Q3a(iii)

This question also tested candidates' knowledge of impacts and again the term has not been tested before. Candidates did less well in this question with 55% gaining at least two marks. Understanding was limited, where candidates explained staged authenticity but were then unable to make any link to loss of cultural identity. The concept of a cultural identity and how it is lost was poorly understood. Many candidates were able to gain a mark for examples such as destinations where the local culture has been completely overwhelmed by mass tourism such as Benidorm.

Examiner Tip for students:

Prepare for the exam and test yourself! For each impact given in the unit specification write a description, then write an explanation and then give an example. Check your results with colleagues and your teacher.

Q3(b)(i)

This question was not well answered by many candidates who did not seem to know the term at all. Indeed, 53% of candidates did not gain a mark. 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 job creation, cultural events. Examiners were looking for how locals would benefit. Few had grasped this strategy was about benefitting local people. Some marks were picked up where candidates referred to, 'giving something back', improving quality of life, allowing locals to use facilities or improved public transport links. Where candidates did understand the term some really interesting examples were given and high marks scored.

Here is a typical response scoring no marks:

by using and bringing in foreign currency
earning this can help the community to then put
on social cultural events. By using everything in
the community and there being no leakage of
jobs + materials then the incoming being used
can help with projects which will bring even more
people into the area.

The candidate has used guesswork and attempted the question but there is no understanding and it is about economic impacts.

Here is an example worth full marks:

This can help maximise the positive socio-cultural
impacts as the local people will benefit. The
investment can help develop the infrastructure, make
the environment cleaner etc.. In ~~XXXXXX~~ Turtle Island,
Fiji, projects that have been set up has helped
build a new school and a eye clinic which benefits
the local people.

Clearly well understood and a good example.

Q3(b)(ii)

Some candidates did not seem to be particularly well prepared for this question although the term has appeared before. Generally though, candidates have a better understanding of 'minimising negative environmental impacts' and 45% were able to score at least three marks. Examiners were looking for responses relating to restrictions on numbers of tourists, where they could go and what they could do to reduce impacts and some candidates gave good explanations with appropriate examples.

However a number of candidates incorrectly wrote about traffic management and the congestion charge in London. This was not brought in because of tourism and is not an appropriate example in any event.

Here is an example of a weak response:

Visitor management can minimise negative environmental impacts as limitations and controls can be imposed. Congestion zones and charges can be implemented in order to minimise the environmental impact, for example this has been implemented in London, England. Also park & ride schemes can be implemented which will cause less problems in the centre of an area, for example Oxford has implemented this idea to manage the no. of people coming in to the area and has successfully worked.

Here one mark was awarded for reference to limitations and controls.

Here is a better response:

Visitor management can help because it can help control the number of tourists visiting a certain area. For example, in the Inca Trail, Peru, the number of visitors allowed to enter the trail were restricted to 16 max per group. This has helped slow down the erosion that was being caused.

The explanation is brief and scored one mark plus two for a specific example and link to negative impacts.

Q3(c)(i)

This question or similar has appeared on previous question papers. Some candidates did not attempt the question. Overall, it was not particularly well answered by many candidates and 20% did not score any marks. One of the main reasons is poor selection of destinations. Many candidates chose inappropriate destinations such as Blackpool, Liverpool or Birmingham and wrote about the TALC stages of decline and rejuvenation rather than

explaining how impacts have been managed. Even when more suitable destinations were selected some responses were generalised accounts or descriptions of impacts. Candidates should be aware that the best destinations to research when looking at how impacts are managed are countryside areas where the environment is special and at risk from large volumes of tourists and where clear methods have been brought in to control impacts. On this paper, as on previous, the highest scoring responses relate to National Parks in the UK, the Galapagos Islands, Bhutan and the Inca Trail, and 37% of candidates achieved marks in Level 2. Better responses contained specific detail.

Here is an example of a typical weak response:

Destination Torquay.

In torquay, recent years have seen the destination go into the stagnation and decline stage. This has been managed by rejuvenating the area. The area ~~became~~^{became} too over developed and visitor numbers declined and the destination became destitute. To manage this, Torquay was rejuvenated by targeting a different market which was conferences. Since this, the destination has began to rise again as local businesses have also catered to this new market.

There is evidence of some research that the question is testing and so credit within Level 1 was given this series.

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.

Q3(c)(ii)

As in Q3(c)(i) some candidates did not attempt this question. It has appeared on previous papers and tests assessment objective, AO4 – evaluation. The question was answered quite well by many candidates and 54% gained at least three marks. Many candidates recognised the need to

make a judgment and were able to offer some assessment. Higher marks were achieved where candidates acknowledged their destination did not in fact meet all the principles or that some were partially met and where there was some reasoning and justification for points made. Weaker candidates just restated the principles and claimed everything was met in simple statements with limited reasoning.

Here is an example of a Level 2 response:

To an extent the Australia supports the principle of responsible tourism 'Protect the environment' as by having it closed off as a marine park this minimises pollution. However with scuba divers still being allowed to visit the reef with minimal training this could harm the reef and cause disruption if no they are not properly trained.

The response is quite basic but an assessment is made considering the 'good' and 'bad' aspects. To gain more marks further justification and detail would be required.

Examiner tip for students:

When asked to assess or evaluate 'the extent to which' – a clue is given for you in the question. You need to make a judgement. Try to balance your answer and consider what the destination is doing well in terms of responsible tourism and what it is not doing quite so well. For an assessment, examiners are also looking for justification, so support your statements with evidence. Conclude your answer with your findings.

Summary

As in the last series, it was pleasing to see that overall, many candidates showed a good understanding of the unit and most had attempted to answer all the questions. They engaged well with both case studies and most wrote enthusiastically. The standards of communication, language used, spelling and grammar were, in the main, good. Many improvements continue to be seen in terms of planned, structured responses; use of linking statements and higher level skills of analysis and evaluation.

Candidates must remember that the contents, topics and terms in the unit specification are central to the design and structure of each exam paper.

Where scores were disappointing it was felt that the issues, such as timing and command words, are not insurmountable and can be overcome in the next series.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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