

Examiners' Report/
Principal Examiner Feedback

January 2012

GCE Travel & Tourism (6993)
Paper 01

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Unit 7: Responsible Tourism

(6993)

Introduction

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(c) and Q2(d).

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 countryside area destination in a more economically country (MEDC) Loch Lomond and The Trossachs National Park in the UK and question 2 focused upon an overseas destination in a less economically developed country (LEDC) the Cape Verde islands. 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 AO3 and AO4 were towards the end of each section.

Summary of Candidate Performance

Improvements

Overall candidates attempted all of the questions and there were fewer blank responses than in the past few series. They seemed to engage well with most aspects of the paper. It was pleasing to see that many candidates had taken note of tips and advice offered in previous Principal Examiner reports and had used a range of good exam techniques. Candidates showed evidence of evaluative skills in Q2(d) with the use of phrases such as 'this is good because'; responses to Q2(b) where candidates had to suggest the stage that Cape Verde had reached in 2005 were much better than in previous series with clearer reference to the characteristics of the stage and greater use of the case study.

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.

Key issues

For some candidates, poor exam technique with regards not answering the question was probably the biggest factor that may have hindered achievement.

For instance in Q2(b) examiners were looking for reasons for the stage chosen and links between the Cape Verde islands and the characteristics of the chosen stage. Many used the information but tended to describe rather than giving reasons and links to the stage. Some candidates had not observed the date 2005 and wrote about how direct flights were possible and may have chosen an incorrect stage. In Q1(d) candidates were asked to give two ways that negative impacts could be minimised and to justify their suggestions, many gave lots of ways for each and did not offer any justification.

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

For instance:

In Q2(c) there was lots of evidence of guesswork and a number of candidates did not seem to be familiar with the principles of responsible tourism. In Q3(b) it would seem that many candidates struggle with the concept 'maximising positive economic impacts, many wrote about preventing leakage or quality of life.

Candidates are expected to know the terms given in the specification and be able to give explanations and examples.

Examiners noted that this series several candidates used bullet points throughout in their answers; this hinders marks achieved especially on those questions testing higher level skills and students should be encouraged to write complete sentences and paragraphs. The quality and legibility of handwriting is another issue that examiners commented on with regards the difficulty of reading some answers. Students should also be advised to use a black ball point pen.

Candidate Performance

Question 1

This question looked at agents of tourism development, impacts tourism and how to reduce them.

Q1(a)

This was quite well answered and 75% gained at least two marks. Many candidates were able to give straightforward aims such as 'protect', 'preserve' or 'conserve' the environment, wildlife, landscape heritage etc and gained two out of possible four marks. Fewer scored full marks as responses lacked appropriate detail and or terminology. Some candidates included explanations, or wrote about roles rather than giving a clear aim. Less able candidates wrote about the principles of responsible tourism. The best responses related to protecting the areas for future generations to enjoy and also providing opportunities for enjoyment.

Here is a typical response scoring two marks:

(a) Describe **two** aims of National Park Authorities.

(4) 2 Q01a

Aim 1

Preserving the Wildlife and habitats.

Aim 2

Making sure the area remains unspoilt.
by conserving the area.

Here is a response scoring full marks:

1

There are 15 National Parks in the UK and they include beautiful areas of mountains, meadows, moorlands, woods and wetlands. They are areas of protected countryside that everyone can visit and where people live and work.

Each National Park is looked after by a National Park Authority.

(Source: adapted from © nationalparks.gov.uk)

(a) Describe **two** aims of National Park Authorities.

(4) 4 Q01a

Aim 1

Conserve and protect areas of outstanding natural beauty, as well as wildlife which inhabits it.

Maintain and keep clean all national parks ensuring no damage or harm is caused to wildlife.

Aim 2

Educate individuals on wildlife which may live in the national parks, and promote the parks as a tourist area providing nature walks and tours of the area.

Although this is rather long and a little muddled, there is detail and understanding.

Q1(b)(i)

This was quite well answered by many candidates who picked up at least two of the four marks available for the correct sectors. Typically the majority recognised that the RSPB is in the voluntary sector and that the National Park Authority is in the public sector. Some struggled with the Forestry Commission.

Q1(b)(ii)

This was not particularly well answered by many and few scored full marks although 74% gained at least 3 marks. Candidates were asked to describe roles, not offer explanations. Many had very little understanding of the organisations and what their roles in relation to tourism are. There seemed to be a general misunderstanding about the National Trust with many suggesting

its role is to look after National Parks. Some candidates wrote in vague terms about 'preservation' and did not relate their responses clearly to tourism or tourism development. Better responses were seen by candidates who considered the role of the agent and tourism. Some candidates did not follow the instructions and wrote about English Heritage'

Here is a typical response.

(ii) Select **two** of these organisations and describe their role in **developing** tourism. (6) 4 Q01bii

Organisation 1 National trust

This organisation makes sure that their role in developing tourism is to make sure tourists know where abouts they can visit, also advertising an area to make tourists want to visit the place which can then bring in more money to help protect the wildlife and educate the public / tourists further.

Organisation 2 ~~NAT~~ RSPB

The RSPB role in developing tourism is to educate tourists on all the different types of birds that their are also to try and get funding for advertisement which can help improve peoples understandings and maybe even have a tour guided walk which can also be educational.

One mark was awarded for National Trust and three for RSPB.

Examiner Tip for students:

Make sure you know the different national agents of tourism development in the UK and which sectors they belong to. You should be able to describe these organisations' aims/objectives as well as what their role in tourism and tourism development is.

Q1(c)

Overall some disappointingly low scores for this question; 42% gained Level 2 four marks. Candidates were asked to analyse the impacts of tourism on the environment of Loch Lomond and The Trossachs National Park. QWC was also tested on this question. Many gave generalised and basic responses about litter/pollution damaging the environment; ideas were not developed and they scored Level 1 marks only. Better responses were seen where candidates considered more specific impacts in relation to the activities especially the speed boats and camping around the lake. Some candidates included economic (jobs) and socio-cultural impacts which were not required.

Here is a response scoring Level 1, 3 marks:

* (c) Analyse the impacts of tourism on the **environment** in the Loch Lomond and The Trossachs National Park.

In your answer you should refer to:

- positive impacts
- negative impacts.

(8) 3 Q01c

A negative impact on Loch Lomond would be through pollution ~~and~~ this is caused by the engines on the speed boats. Loch Lomond offers its visitors guided walks, cycling and horse riding, all these factors will ~~add~~ ~~egg~~ cause footpath erosion.

The guides offer environmental education to the tourists by teaching them about the flora and fauna placed in the park. The national park is home to just 15,600 thousand people meaning ~~the~~ ^{little} infrastructure has occurred meaning little damage to the surrounding habitat.

Here is a response scoring low Level 3 marks:

* (c) Analyse the impacts of tourism on the **environment** in the Loch Lomond and The Trossachs National Park.

In your answer you should refer to:

- positive impacts
- negative impacts.

(8) 7 Q01c

The impacts of tourism on the environment in the Loch Lomond and The Trossachs National Park will have both positive and negative impacts. For example, the walking festivals and guided walks are always guided by the ~~national~~ park rangers that know about area and where to walk so that the tourist ~~with~~ walking would not venture out the path causing the land or grass to be ~~it~~ destroyed. Also the Loch Lomond is used by the visitors ~~that~~ for swimming, boating, canoeing and other less ~~energy~~ energetic activities, to ensure that the activities does not ruin the water banks and cause noise pollution around the area. However not all the activities in these area ~~are~~ ^{have a} positive impact to the environment, such as people camping on the ~~loch~~ Loch shore, leaving behind waste that will attract wild animals and some of the waste might harm them as well. Also since the number of visitors ~~are~~ arriving are rising, which can cause over crowding of the area that can lead to destroying the landscape and ~~disturbing the local that are living~~ disrupting the local habitat. In conclusion there are more positive ~~as~~ than negative impacts on the environment in the Loch ~~Lomond~~ Lomond and The Trossachs National Park.

Here the response is structured and well organised with an introduction and conclusion. It is clear analysis, applied and focused entirely on environmental impacts. Indeed the words crossed out show this candidate almost started to write about impacts on local people and then realised the error.

Examiner Tip for students:

Plan your answer where *QWC and for in this instance to show analysis consider each type of environmental impact (positive and negative) separately. Refer to information in the case study and the photographs to get more marks. You need to think of likely impacts of these activities, not just what you have learnt in

class. Develop your ideas by thinking of the consequences of each impact. 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'

Q1(d)

This question was answered fairly well by most candidates, 70% gained at least four marks. It required two ways of reducing the negative environmental impacts with justifications. The question paper was laid out to encourage candidates to consider each way separately. However some candidates often gave two or more ways under each heading rather than concentrating on just one. Only one way could be credited and candidates should pay close attention to the instructions. Marks for justifications were available however some candidates did not justify or give any explanation for their suggestions. Candidates did not score highly when they suggested more bins in the mountains, or else referred to overcoming negative economic impacts and also where justifications lacked any real substance 'this will protect the environment'; 'this will prevent pollution'.

Here is an example of where there are too many ways:

(d) Suggest **two** ways that the negative impacts on the environment in Loch Lomond and The Trossachs National Park could be reduced. Justify your suggestions. (8)4 Q01d

Suggestion 1

To ensure that footpaths don't get eroded and wild life isn't too disturbed walking tours and boats and can be limited to a certain number per year. This would ensure that the number of people treading on the footpaths would be limited and the water would not become too polluted this would mean the rare animals and plants living around these areas will not suffer from the environmental impact of tourism.

Suggestion 2

Regularly people from the national park authority can carry an environmental audits or environmental assets on the National Park to see the extent of tourist impact. This would mean that the number of tourists would not be limited and the National Park would still be accessible to tourists throughout the year but it would help the National Park owners to control the impact on the environment and take necessary actions to prevent erosion and destruction to habitats.

(Total for Question 1 = 30 marks) **20**

There are some good suggestions 'no bin policy' and 'speed limits' had the candidate concentrated on each and added more detail and further justification full marks could have been achieved. When faced with such responses examiners looked to credit one way which scored the highest marks.

Examiner Tip for students:

Read the question carefully and follow the instructions. Here you could have a mini brainstorm and jot down some ways before choosing just two that would score the highest marks. Look at the marks available, eight here so four marks for each way requiring that you make four points for each way. As you have been asked to 'justify' each suggestion, this means that you will 'lose marks' if you don't. So you will need to expand and add detail to your suggestion and offer some depth to your justification, try to be specific.

Question 2

This question looked at the TALC stages, the principles of responsible tourism and tourism in the Cape Verde islands

Q2(a)(i) and Q2(a)(ii)

This question was in general well answered by many, and those who knew the stages and were able to identify three key characteristics scored full marks, 42% of candidates. A significant number scored the mark in Q2(a)(i). In Q2(a)(ii), many gained one or two out of the three possible marks for the characteristics. Candidates need to be precise when asked for 'key' characteristics, weak responses related to 'more visitors', 'more jobs' and did not demonstrate an understanding of the stage. Furthermore, some candidates wrote too much and had not followed the instruction to 'identify'. Sometimes this meant that they put more than one characteristic per line; this should be avoided. Examiners are looking for three key characteristics one for each numbered line on the question paper.

Here is an example:

(i) Identify stage X.	(1) 1 Q02ai
Rejuvenation	
(ii) Identify three key characteristics of stage X.	(3) 2 Q02aii
1. New attractions that are often man made are introduced as a catalyst for more tourists.	
2. An increase in tourists begins.	
3. The local society is employed reducing unemployment rates. An increased multiplier effect begins.	

Here is an example of a response where the candidate has clearly identified three key characteristics:

(i) Identify stage X.	(1) 1 Q02ai
Rejuvenation	
(ii) Identify three key characteristics of stage X.	(3) 3 Q02aii
1. Rebranding takes place	
2. empty buildings / derelict buildings are refurbished	
3. New hotels and attractions are built	

Examiner Tip for Students:

Know what is required when the command is 'identify'; usually a short phrase or a word.

Q2(b)

This question was fairly well answered by many, over 80% of candidates scored at least three marks. There was an improvement on past series in so far as more candidates did give the characteristics and it would seem the prompt in the

question worked as intended. The majority were able to identify the correct stage and in most cases were able to identify the characteristics of the stage and provide reasons from the case study. As mentioned, some candidates still were not reading the question correctly as it clearly states 'before 2005'. In such instances the stage suggested was often incorrect; however in many cases the correct characteristics were applied. Some candidates described the characteristics and did not show any reasoning.

Here is an example response scoring four marks:

(b) Suggest the stage of the tourist area life cycle that Cape Verde had reached by 2005.
Give reasons to support your choice. (6) 4 Q02b

Stage
Exploration

Reasons
The reasons that Cape Verde is at the exploration stage because there is no direct flight from the UK to Cape Verde in 2005. Also there is little tourist accumulation in the area. Also there is a severe water shortage in the area and the plants provide the islands with fresh water. It is not well known as a tourist destination and only few visitors have gone to Cape Verde to see the island.

The response is mainly descriptive; there is no mention of the stage and little application.

Here is a better response scoring full marks:

(b) Suggest the stage of the tourist area life cycle that Cape Verde had reached by 2005.

Give reasons to support your choice.

(6) 6 Q02b

Stage

~~Involvement~~ Exploration

Reasons

One of the main features of exploration is that little the area is undeveloped and it is evident that Cape Verde is under "largely undeveloped". Another feature of Exploration is that the tourist destination is not popular and not well known very well. This is also evident because Cape Verde is said to be "not well known". In addition, only a "few visitors go there", which is also a feature of exploration as a small number of tourists visit the destination. The fact that travelling is "difficult" indicates that there is a shortage in transport links, another feature of exploration. Furthermore, there is a lack of facilities and resources to accommodate the tourists. e.g. "water shortage" and "little tourist accommodation", which are feature of a destination in its Exploration exploration stage.

Examiner Tip for students:

When faced with such questions you should be prepared to match the evidence given in the stimulus with the characteristics of the stage and for the higher marks give reasons. Look at the response scoring full marks and note how the last sentence sums up the answer, also how quotation marks have been used to show that the evidence has come from the case study. Start your answer with 'I think it has reached this stage because...' make use of links such as 'this is a characteristic of the stage' to show understanding.

Q2(c)(i)

This question was answered well by candidates who knew the principles of responsible tourism. These are given in the unit specification. Some are still giving 'maximising positive impacts'; this is not a principle.

Q2(c)(ii) Candidates again answered this quite well many achieving full marks or close to. Where responses related to 'employing local people' candidates tended to struggle to offer a suitable explanation. Marks were essentially 'lost' where candidates explained what tourists could do, the question is about governments and developing tourism. Also marks were low when candidates made a suggestion but did not offer an explanation linking back to the principle they had stated in Q2(c)(i).

Here is an example showing the candidate knows the principles but has not offered an appropriate explanation of how to achieve the principles given:

(c) 'To minimise the negative environmental, economic and socio-cultural impacts of tourism' is one principle of responsible tourism.

(i) State **two** other principles of responsible tourism. (2) 2 Q02ci

Principle 1

Promote Respect ~~for~~ between tourists and local people

Principle 2

Creates economic benefits for local people improving their quality of life.

(ii) For each principle of responsible tourism you have stated in c(i), explain how it could be achieved. (4) 1 Q02cii

Explanation 1

Make tourists aware how to behave and dress around local people to ensure they do not offend locals religious beliefs. They can also ask before taking photographs.

Explanation 2

Tourism creates jobs this could be achieved by employing local people and giving them the higher paid jobs as well as not only making the jobs seasonal.

Here is a better response scoring full marks:

(c) 'To minimise the negative environmental, economic and socio-cultural impacts of tourism' is one principle of responsible tourism.

(i) State **two** other principles of responsible tourism.

(2) 2 Q02ci

Principle 1

To promote the conservation and preservation of wildlife habitats

Principle 2

To create economic benefits for locals and communities

(ii) For each principle of responsible tourism you have stated in c(i), explain how it could be achieved.

(4) 3 Q02cii

Explanation 1

Guided tours - A ranger would educate tourists about the environment and can demonstrate the effect that tourists have on wildlife

Explanation 2

Employing locals - training and development of local would mean they'll have money to spend as they are employed. And also reserving a number of jobs for locals

Examiner Tip for students

When you are faced with these types of questions, remember that examiners are looking for knowledge of the principles as stated in the specification so try and focus on the principles rather than impacts to show your understanding. Use the phrase 'so that' when asked to explain.

Q2(d)

Candidates had clearly engaged well with the case study on Cape Verde and this question was answered well by many candidates who achieved mid to low Level 2 marks, 71%. It was evident that many knew the characteristics of the stage although some did not make this particularly clear in their responses and wrote in more general terms about the impacts of mass tourism – ‘more tourists, more jobs will bring more money improving quality of life for the local’s’ and ‘increased hostility’. The majority of candidates followed the instructions and wrote about advantages and disadvantages and the better responses picked up on the less obvious aspects such as the lack of healthcare provision and development of the ports and the wildlife. Few achieved Level 3 as responses were not sustained or focussed.

Overall many made good use of the information in the case study and applied good techniques ‘I believe’ ‘in my opinion’ ‘this is good’. Some strongly written views were put forward that it would be disadvantageous due to impacts on wildlife and beauty of the area.

Here is a level 1 response that has lost focus recommendations being made rather than assessing advantages and disadvantages

The government are keen to move into the development stage of the tourist area life cycle.

*(d) In your opinion, will **the development stage** bring mainly advantages or mainly disadvantages to the Cape Verde islands and its people? Give reasons to support your answer.

In your answer you should consider the characteristics of the development stage.

(8) 3 Q2d

I think the government should leave the Cape Verde islands how they are, as the development stage will ruin the islands as it will be run with huge skyline hotels. And they will ~~begin~~ begin to depend on tourism as an income, although Cape Verde may be struggling a bit, maybe they could advertise a bit more, but still have a cap on the number of visitors who visit so they can still preserve the beautiful wildlife & environment for many years to come. They shouldn't be so greedy wanting all the money now, as over time visitors will seek out the islands. With the right marketing - High cost low volume approach may work for them.

Here is an example of a Level 2 response:

The government are keen to move into the development stage of the tourist area life cycle.

Pos.ve - frame word - infrastructure
- foreign currency
- jobs

* (d) In your opinion, will the development stage bring mainly advantages or mainly disadvantages to the Cape Verde Islands and its people? Give reasons to support your answer. -ing from damage on the

In your answer you should consider the characteristics of the development stage.

(8) 5 Q02

If the development stage occurred there would be some positive impacts; an increase in jobs on the island will happen resulting in training for locals increasing the skills on the island. The jobs will also give locals money and an multiplier effect can occur meaning locals will benefit.

In addition, the infrastructure on the island will be improved with better transport links and waste management. This locals will be able to use these and benefit from them.

However there will be some negative impact also; the increase in tourists will create more strain on the environment and may damage the beautiful landscape which people go to see.

The development stage will also increase investment in the accommodation sector, if not planned big ugly hotels can be created, also economic leakage could occur removing the money from the island. Although the hotel will create employment the jobs will often be low paid resulting in less benefits from the development stage.

The development stage would bring mainly disadvantages.

It is marked Level 2 as there is some application to the case study, some assessment and some reference to the development stage. Whilst appropriate, much is largely theoretical and the candidate has strayed away from considering disadvantages and advantages to writing about 'impacts' until the last sentence. For higher marks greater use and reference to information provided such as unemployment, names of places, wildlife, more development of ideas is needed.

Q2(e)

The scores for this question were somewhat disappointing, and this question was not particularly well answered with 33% scoring three marks or less. Most did pick up some marks but few, 5%, scored high marks. Many candidates offered lengthy explanations rather than making recommendations and had possibly misunderstood the question. If explanations, reasons, justifications were

required this would have been part of the instructions. Few made use the case study which offered lots of 'clues' – water shortage, music and cultural heritage, scuba diving, etc. Many candidates just gave general ideas for development totally un-related to the scenario and Cape Verde e.g. 'more bins', 'planning', 'zoning', or else ideas were vague 'make sure' without stating 'how' this would be achieved; others just restated the principles 'jobs for locals'. However it served well in discriminating the more able candidates. Examiners were looking for a number of recommendations appropriate for Cape Verde's responsible tourism development.

Here is a response worth full marks:

"I would suggest that they establish a Tourist Board to look after everything. With the sustainability of the islands in mind they will need to bring in experts from overseas as they do not have much experience of how to achieve responsible tourism.

They need to create rigorous planning laws to control the development of hotels and attractions making sure they are not building on areas such as Boa Vista beach which is an important nesting site for turtles.

They should establish a maximum bed capacity to limit the number of visitors to the islands. Sal should become a national park to protect the wildlife or perhaps create a marine reserve where scuba diving and fishing is banned."

Examiner Tip for students:

When asked for recommendations, unless the question asks you to 'give reasons' or 'justify' there is no need to offer any explanations. The questions are testing higher level skills to see if you can make recommendations to overcome problems. You need to use the information provided and think creatively and make recommendations appropriate for the scenario.

Question 3

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

Q3(a)(i)

This was fairly well answered with 78% scoring at least two marks, and some candidates showed a good understanding of the term. This term had not previously been tested and most of the candidates had an idea it related to the 'wearing away' of land due to the pressures of high tourist numbers. Some candidates linked erosion to rejuvenation, loss of land through new building developments or else gave a theoretical explanation with no link to tourism.

Examiners were looking for an understanding of negative environmental impacts caused by recreational activities in the countryside.

Here is an example of a response scoring full marks:

- 3 (a)** Tourism has many potential impacts on tourist destinations around the world. Tourism may impact on the economy, the environment and it may also have socio-cultural impacts. Some of these impacts are positive whilst others are negative.
- One negative impact of tourism on the environment is 'erosion of land'.
- (i) Explain the term 'erosion of land'. You may include an example to support your explanation.

(4) 4 Q03a

Erosion of land is caused by people walking consistently on a unsustainable walkway. When people consistently walk on it, it doesn't give the land a chance to recover and grow again. It can also be caused by people leaving the walkway and walking on another area increasing the size of footpath erosion.

Q3(a)(ii)

This question was generally not as successful with 55% scoring at least two marks. Many candidates had obviously learnt the impact 'staged authenticity' and tried to use it in answering this question. Many detailed descriptions of events were included however they did not help with the explanation of the term 'revival of festivals and ceremonies' as there was little suggestion that they had 'been brought back'. Few picked up on the term revival and responses tended to focus on how destinations held events for tourist enjoyment.

Here is a typical response:

One positive socio-cultural impact is a 'revival of festivals and ceremonies'.

(ii) Explain the term 'revival of festivals and ceremonies'. You may include an example to support your explanation.

(4) 0 Q03ai

When local customs are popular to tourists, i.e. The Masai Mara dancing (traditionally) for a group of tourists for entertainment purposes

No marks were gained here as there is no explanation of the term.

Here is a better response explaining the term to gain full marks:

One positive socio-cultural impact is a 'revival of festivals and ceremonies'.

(ii) Explain the term 'revival of festivals and ceremonies'. You may include an example to support your explanation.

(4) 4 Q03aii

'revival of festivals and ceremonies' is a really good thing it means that festivals, ceremonies and other traditions that ~~may~~ have been lost or forgotten about are brought back to life either as something to show visitors or as a way to keep the traditions going for future generations.

Q3(b) (i)

This question was fairly well answered by some candidates and the majority 46% gained two marks, however a number, 4.8%, did not gain any marks. 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. On this paper candidates were given a choice.

Method A – Most candidates related their responses to the multiplier effect however they did not explain how a destination could help retain the money by

encouraging longer stays through events, festivals or more activities that need two days rather than one. Alton Towers and Disneyland were accepted as appropriate examples.

Many candidates showed a misunderstanding of the term and struggled with the concept maximising economic impacts and either wrote about the socio-cultural impact 'quality of life' or the negative economic impact 'leakage'.

Here is a typical example where the candidate focused on leakage:

Chosen method: **Method A** **Method B**

Retaining the visitor spending is essentially the prevention of leakage. Leakage means that money leaks out of the local economy to other areas, but in retaining the visitor spending, the ~~money~~ local economy can feel the benefits across the board.

Method B – here many candidates scored two marks for ideas relating to earning a wage; however many then wrote about 'improving quality of life' (socio-cultural impact) and did not give an explanation of maximising economic impacts through training and being able to access higher paid jobs. Some candidates misunderstood the term completely and suggested customer service would be improved and the destination would receive more tourists and more money.

Here is a typical weaker response:

economic impacts of tourism.

(4) 0 Q03bi

Indicate which question you are answering by marking a cross in the box .
If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen method: **Method A** **Method B**

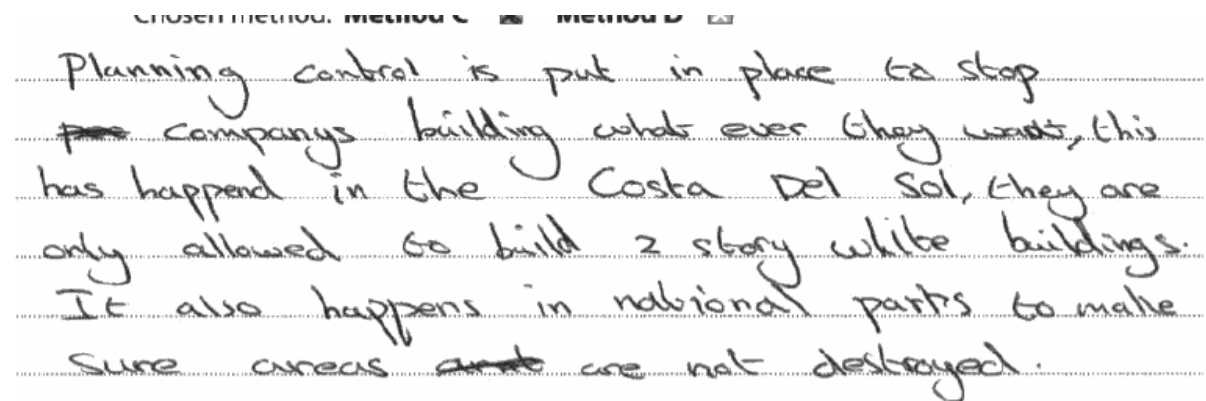
This can maximise positive economic impacts because the more trained the staff are the more it will benefit the area, as tourists are likely to come back and spend money if locals know what they are doing and are welcoming and friendly. Also by employing locals, this is benefiting the community as more employment will be created.

Q3(b)(ii)

As in Q3(b)(i) candidates were given a choice and the question was about minimising negative environmental impacts, here 43% achieved two marks but 6.3% did not score any.

Method C - most candidates were able to explain about planning control and related it to the restricting height/design of buildings and where they were permitted.

Here is an example worth 3 marks:



Planning control is put in place to stop
~~the~~ companies building what ever they want, this
has happend in the Costa Del Sol, they are
only allowed to build 2 story white buildings.
It also happens in national parks to make
sure areas ~~are~~ are not destroyed.

Method D – as in past series when this term was tested, many candidates did not gain any marks when they related their responses to city traffic congestion and the London congestion charge, which is not a result of the impacts of tourism. ‘Park and ride’ and ‘permits’ were also popular and some candidates used good examples to help explain their answer for example the Galapagos Islands, the Inca Trail.

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. Remember to give an explanation related to the appropriate impact.

Q3(c)

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 and Liverpool and wrote mainly about the TALC stages and the transition from decline to rejuvenation. In such cases, candidates did not offer an explanation of how impacts were being managed beyond simple statements ‘creating jobs for locals’. Others wrote about purpose built resorts with again

little or no reference to the impacts of tourism. In this series eight marks were available but few scored the higher marks due to lack of specific details giving evidence of research and/or no explanation of how impacts were managed. Some candidates showed that they had studied a destination and gave evidence of research but their responses were largely descriptive and scored high level 1 or low level 2 marks.

In general, candidates seem to understand negative impacts better than positive impacts and so it may be preferable to encourage them to study destinations that experience lots of negative impacts such as vulnerable natural environments, countryside or wilderness areas or coral reefs which are being actively managed to control impacts. The best responses related to National Parks in the UK, the Galapagos islands, Bhutan, Amazon and the Inca Trail. Despite the question prompting candidates to include specific details, many responses were generalised accounts or descriptions. Overall 53% of candidates scored L1 three marks and L2 four marks showing that the majority could provide some research evidence and some explanation but that the evidence was weak; only 22% scored more than five marks.

Examiner tip for students:

Show the examiner that you know the impacts of tourism appropriate to that destination and how they are being managed. 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(d)

This was a new style question and it was pleasing to see candidates score quite well in general; 79% achieved at least three marks. Some interesting and innovative suggestions were seen including landscaping around the hotel, not to build pools if water is in short supply, construct during the day, agreed times for building, obtain correct permissions before building. The most popular suggestions included consulting local people, use traditional style, renewable energy, height restrictions, using local suppliers, implementing a re-use scheme for towels, dual use facilities, fair pay, avoid all inclusive. Less successful suggestions included vague ideas 'build close to shops', 'make tourists visit local shops', 'eco-friendly' and 'use brown-field sites' showing they had an understanding but were unable to successfully apply it in this instance. Some completely misunderstood and explained why each of the examples would support responsible tourism. Some candidates extended their answers by offering an explanation this was not needed.

Here is a response worth 2 marks. The candidate understands the question but has not offered specifics; for instance 'how' will they ensure the tourists understand the culture:

(d) Many international hotel chains provide accommodation in destinations in the less economically developed world (LEDW).

There is a lot that hotel chains can do to support responsible tourism in the LEDW. Suggest **six** statements to be included in a guide designed to offer advice on how hotel chains can support responsible tourism. The guide will focus on two key areas:

1. Building hotels responsibly
2. Running hotels responsibly

You should give **three** statements for each area; an example is given:

(6) 2 Q0:

Hotel guide to supporting responsible tourism	
Building hotels responsibly	
Example: Use local materials	
1	make sure the area is safe
2	no locals are forced out of their homes
3	the area can sustain the hotel
Running hotels responsibly	
Example: Employ local people	
4	use sustainable energy resources
5	ensure tourist know how to act with locals
6	ensure tourist understand local culture

Here is a response worth full marks:

(d) Many international hotel chains provide accommodation in destinations in the less economically developed world (LEDW).

There is a lot that hotel chains can do to support responsible tourism in the LEDW. Suggest **six** statements to be included in a guide designed to offer advice on how hotel chains can support responsible tourism. The guide will focus on two key areas:

1. Building hotels responsibly ~ materials
2. Running hotels responsibly ~ locals.

You should give **three** statements for each area; an example is given:

(6) 6 Q03d

Hotel guide to supporting responsible tourism

Building hotels responsibly

Example: Use local materials

1 Do not build in areas of conservation or natural beauty.

2 ~~to~~ keep the building in keeping with the local traditional style.

3 designate an area for conservation, e.g. a nature reserve.

Running hotels responsibly

Example: Employ local people

4 fund local community projects.

5 use local produce, buy food and drink from local suppliers.

6 advertise local traditions, e.g. festivals, ceremonies etc.

Summary

Again, it was pleasing to see that overall, many candidates showed a good understanding of the unit and in this series attempted to answer all the questions. Many improvements continue to be seen in terms of some well structured responses and evidence of higher level skills.

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