

Principal Examiner Feedback

Summer 2012

GCE Travel & Tourism (6993)
Paper 01

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Unit 7: Responsible Tourism.

Paper 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 page 167 of the specification.

There were 90 marks available on this paper.

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

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 tourist town in a more economically country (MEDC) Stratford-upon-Avon in the UK and question 2 focused upon a countryside area in an overseas destination in a less economically developed country (LEDC) the Danube Delta in Romania. 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

In general, candidates engaged well with most aspects of the question paper and most attempted all of the questions. As noted in past series it was pleasing to see that many candidates had taken note of tips and advice offered in earlier reports. For instance, in Q3(b)(ii) where 'visitor and traffic management' was chosen, fewer candidates wrote about congestion charges and focused on minimising the negative impacts of tourism. In Q2(b), there was more evidence of objectives being written as objectives where candidates gave an action verb 'to increase' or 'to enhance'; fewer gave long winded suggestions. In the analysis Q2(c) some candidates wrote convincingly about 'the consequences' of impacts

identified. Throughout candidates made notes on the question paper to organise their thoughts before actually writing their answers.

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 may have hindered achievement. This included not answering the question.

For instance in Q1(a) all questions were about the topic 'agents of tourism development'. Q1(a)(iv) the question required an explanation of how such conflicts may be overcome by Stratford District Council, many candidates incorrectly gave suggestions relating to managing impacts, some of which were unrealistic and impractical. In Q2(d)(i) examiners were looking for guidelines the government could impose however many candidates wrote about what tourists could do.

The other main factor was candidates simply not knowing some of the unit content and terms. In Q2(a)(i) some candidates still do not appear to know what the principles of responsible tourism are. In Q3(b) it would seem that many candidates continue to struggle with the strategies that are used to 'maximise positive impacts' of tourism.

Question papers are written around the unit content and candidates are expected to know the terms given in the specification and able to give descriptions, explanations and examples.

Candidate Performance

Question 1

This question looked at agents of tourism development (Q1a); TALC stages (Q1b) and their impacts (Q1c).

Q1(a)(i)

This was well answered by the majority of candidates who gained all three marks

Q1(a)(ii)

This question was fairly well answered by many candidates who scored at least four out of the six marks available. However many duplicated their

answers stating that they all were involved in promotion; or gave generic responses with limited consideration of the stimulus. Others wrote too much about sectors which had not been asked for.

Here is an example of a response gaining one mark:

1 (a) (i) Identify the sector to which each of the following organisations belongs.

Put a cross in the correct box for each organisation.

Organisation	Sector	Public	Private	Voluntary
	Heart of England	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Stratford District Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shakespeare Birthplace Trust	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

visit in town *Landowner* *National trust*

(3) *E-OUND P.*
Minimize
create
Promote
Promote
 0
 1

(ii) Describe the **role** of each of the following organisations in developing tourism in Stratford-upon-Avon.

(6) 1 Q01

Heart of England

Create economic benefits which will bring in my tourism. Promote natural and cultural heritage to attract tourists. Minimize negative impacts on the town, all of these will increase tourist numbers which the Heart of England is trying to do.

Stratford District Council

The role of the council is to attract tourists which will then create profit for the council as it is a private sector. Also promote natural and cultural heritage in the town which will develop tourist numbers which will then help improve the local economy.

Shakespeare Birthplace Trust

The trust's aim in tourism is to promote natural and cultural heritage which will then increase tourism. ALSO too help local wildlife and local buildings in the town, these will then help develop tourist numbers.

The candidate has mainly given the principles of responsible and shows little understanding of the roles of the named agents.

Here is a better response showing a good understanding of roles that gained five marks:

1 (a) (i) Identify the sector to which each of the following organisations belongs.

Put a cross in the correct box for each organisation.

(3)

Organisation \ Sector	Public	Private	Voluntary
Heart of England	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Stratford District Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Shakespeare Birthplace Trust	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

1

1

1

(ii) Describe the **role** of each of the following organisations in developing tourism in Stratford-upon-Avon.

(6) 5 Q01ai

Heart of England

The heart of England is part of the regional tourist board this means it is a public organisation and therefore run by the government. It's role is to advertise Stratford-upon-Avon to tourists in order to increase the domestic income but also the foreign currency earnings. As a public sector they also look after the well being of the area and the local

Stratford District Council

Stratford District Council is also part of the public sector and therefore run by the government. It provides the developing companies with planning permission for the new developments. It can also advise them on suitable locations for the new development. As a public sector they are interested in the well being of the area and the locals.

Shakespeare Birthplace Trust

Shakespeare Birthplace trust is a charity and therefore part of the voluntary sector. This means it is funded by people giving money to the charity. Their role is to enhance places of natural beauty or in this case to enhance the cultural heritage Stratford-upon-Avon has to offer. They also educate tourists and locals by giving courses and

lectures.

Q1 (a) (iii)

This was quite well answered by many candidates who picked up at least two of the three marks. For the third mark examiners were looking for a clear explanation related to local businesses and/or residents. Some just wrote generically about the negative impacts of tourism – litter and pollution being the most common. More able candidates recognised the threat of competition to local businesses and possible disruption to residents. The less able listed a range of impacts, some of which were not appropriate; for instance erosion, crime, loss of culture and prostitution. A surprising number thought tourists would take all the jobs! Some had not grasped that Stratford-upon-Avon is already a tourist destination!

Here is an example of a response worthy of full marks:

(iii) Explain why some local businesses and/or local residents might be opposed to the proposals to increase tourism in Stratford-upon-Avon.

(3) 3 Q1aiii

THIS would ~~mean~~ cause traffic congestion which would make it harder for locals to get around, ALSO big business' may come to Stratford + take away business from local shops.

Examiner Tip for students:

Be aware – answer the question and think about the scenario, in this case a historical tourist town in UK. The question requires you to think beyond impacts.

Q1 (a) (iv)

As previously mentioned, this was not well answered by many who got carried away with scenario and failed to realise all questions in Q1(a) were testing knowledge of agents. They offered suggestions to resolve the negative impacts given in Q1(a)(iii); for instance for congestion, create a park and ride; others related their answers to the principles of tourism – promote respect, jobs for locals or gave unrealistic suggestions 'stop big businesses taking over'. A significant number did not gain any marks. The more able recognised the topic being tested and the command 'to explain how such conflicts can be overcome by Stratford District Council (SDC) and wrote about SDC organising a meeting, everyone to put their views forward to come up with a compromise, or reach an agreement/plan to keep everyone happy.

Here is an example of a weak response for 1a(iii) and 1a(iv) in which the candidate has not properly answered either question. It did not gain any marks for Q1(a)(iv), giving suggestions on overcoming the impacts.

(iv) Explain how such conflicts could be overcome by Stratford District Council.

(3) 0 Q01aiv

Stratford District Council could overcome
this by making sure ~~the~~ there are
more bins put around to decrease pollution also
they can make sure not alot of foreign
companies come to stratford to stop leakage

Examiner Tip for students:

Remember to check question numbers here Q1(a) was all about agent's roles and objectives not principles or managing impacts.

Q1(b)

This was quite well answered by many candidates who gained at least four out of the seven marks available. These suggested 'decline' or 'stagnation' although many just listed a range of details about the destination and did not clearly explain why they thought Stratford had reached the stage suggested. Others identified the stage correctly and knew most of the characteristic however many struggled to link it to the case study. Some candidates suggested 'exploration' and thought the fact that the rail links etc were poor meant they had not yet been introduced. Candidates should have practice in using case studies to apply their knowledge of the characteristics. Higher marks were gained where candidates gave a characteristic and linked this to the stimulus for instance – stagnation 'one characteristic is the destination is no longer fashionable, we can this is the case in Stratford because it says the hotels are "shabby" and the town is "not attracting new tourists" this links with the characteristic relying on repeat visitors as most of the "17.1 million day trippers had been before" – this clearly shows it is at stagnation.

This example identifies an appropriate stage and shows some reasoning, worth four marks:

(b) The development of a tourist destination can be compared to the tourist area life cycle (TALC), a model which shows tourist numbers to a destination over time.

Suggest the stage of the tourist area life cycle model that Stratford-upon-Avon had reached in 2005. Give reasons to support your choice. You should refer to the characteristics of the stage in your answer.

(7) 4 Q01E

Stage

Stagnation.

Reasons

-The facilities are not up to date such as the hotels, also the transport routes are not suitable for the needs of tourists. There is a decline of people who are not visiting. The town is supported on tourism + now 34,587 jobs are struggling because of the decline in people. There are still people visiting so it can't be in the decline stage but there is no increase in tourism numbers so it can't be consolidation stage.

Here is an example of a better response gaining six marks:

- (b) The development of a tourist destination can be compared to the tourist area life cycle (TALC), a model which shows tourist numbers to a destination over time.

Suggest the stage of the tourist area life cycle model that Stratford-upon-Avon had reached in 2005. Give reasons to support your choice. You should refer to the characteristics of the stage in your answer.

(7) 6 Q01

Stage

Stagnation.

Reasons

Stratford-upon-Avon had clearly lost its cultural identity with mass tourists just visiting for shops and had no time to go to the famous 'Theatre'. Visitors just stayed for the day and spent little money in accommodation meaning the local economy suffered. The infrastructure was in disrepair and decline with tourists complaining there was 'nothing to do at night' and Henley Street lacked atmosphere and was 'dreary'. Another sign of stagnation is overcrowding and congestion which causes a 'strain' on the environment and in Stratford this happened with 'high volumes of traffic'. There was also resentment from locals as their jobs were 'low paid' and 'low skilled' due to the mass tourism meaning they had little income. ~~that~~ all these points are characteristics of stagnation.

Whilst in parts descriptive, the response makes links with the case study and the characteristics showing a good level of understanding. Good techniques in evidence with regard the use of quotation marks and a summative statement.

Examiner Tip for students:

An improvement this series was that candidates used quotation marks to show they had extracted a phrase directly from the source – this is a good technique, especially in such a question where examiners are looking for links between characteristics and the information given.

Q1(c)

This question was answered fairly well by most candidates. Many gained marks at level 2 (4-6) but often did not achieve level 3 (7-8) as they either did not consider negative as well as positive impacts or they lacked sustained application and assessment. The less able focused mainly on money and employment with no reasoning or link to the aims or characteristics of rejuvenation. Higher marks were achieved by candidates who considered the impacts of meeting the aims as well as the characteristics of rejuvenation and applied this to some of the problems given in the stimulus about Stratford-upon-Avon.

Below is a typical response gaining low level 2, 4 marks:

*(c) Some of the aims of the 'World Class Stratford' programme are:

- to attract high spending visitors
- to encourage overnight stays
- to improve the town's image.

It was hoped that the achievement of these aims would help with the rejuvenation of Stratford-upon-Avon.

To what extent do you agree that reaching the rejuvenation stage brings mainly **positive impacts** to tourist towns such as Stratford-upon-Avon?

(8) 4 Q01

I strongly agree, as they can invest into preserve the local culture + heritage that is left which creates a positive image for the host environment.

Higher spending from tourists means more money for the local economy which is a positive impact.

Rejuvenation to the area may mean a rebuild to attract certain types of tourists rather than just mass tourism which ruins areas such as Stratford-upon-Avon.

~~Rejuvenation~~ Infrastructure will be improved which is always a positive aspect and benefits an area.

Over night stays imply tourists learn more about the area as they have more time therefore promoting the area more positively to future tourists.

(Total for Question 1 = 30 marks) **14**

The candidate has attempted to make an assessment and shows an understanding of this stage, although considering only the positive impacts. The main weakness is a common one in so far as there is very little application, this and greater depth is needed to achieve the higher marks.

Here is a better responses scoring L3, 7 marks;

*(c) Some of the aims of the 'World Class Stratford' programme are:

- to attract high spending visitors
- to encourage overnight stays
- to improve the town's image.

It was hoped that the achievement of these aims would help with the rejuvenation of Stratford-upon-Avon.

To what extent do you agree that reaching the rejuvenation stage brings mainly **positive impacts** to tourist towns such as Stratford-upon-Avon?

(8) 8 Q01c

The rejuvenation stage can bring considerable benefits to a destination that has suffered from a loss of appeal, however there are potential negative impacts. Benefits include modernisation and regeneration, which assists in promoting the area as a stylish and fashionable destination, in addition it could assist in diversifying the facilities and services that the area has to offer. It can also improve the safety and security of an area, attracting a wider range of tourists. For example, the rejuvenation of Eden in High Wycombe attracted more elderly people to the area because the development of a glass bus station was perceived as more 'safe and secure' than the old ~~place~~ one way. This improves the town's image. Rejuvenation could also promote more nightlife through the development of restaurants, bars and clubs which encourage people to stay overnight, however this can cause rowdiness and a potentially bad image and reputation for the area. For example, Magaluf in the Balearics has become renowned for its drunken and disorderly reputation, particularly amongst youths.

(Total for Question 1 = 30 marks) **23**

This is a competent response showing a good understanding and application largely in the first part. The candidate starts well with a balanced introduction and includes two examples to add weight to the

assessment (although the second is weak and relevance is not entirely clear). Negative impacts are considered but this is weak. Overall however the response is detailed, well written and focused on appropriate impacts and characteristics. Despite some weaknesses it is well deserving of low level 3 marks.

Examiner Tip for students:

Read the question carefully and follow the instructions. Here you are required to make an assessment 'to what extent' so you need to support statements you make; in this case by linking what you know about rejuvenation and impacts to the stimulus/tourist towns and cities. The word 'mainly' tells you that you should consider some negative impacts. Always plan your answer where *QWC and structure your response with an introduction and a conclusion.

Question 2.

This question covered the principles of responsible tourism and the impacts of tourism in the Danube Delta.

2a)(i) and 2a)(ii)

This question was answered well by candidates who knew the principles of responsible tourism. Principles have been tested before and many candidates gained full marks for their description in 2ai) although as seen previously some gave inappropriate answers demonstrating no real knowledge of the principles. In the second part, the more able candidates often gave appropriate and valid suggestions as to what governments and planners could do in the development process and many gained at least four out of six marks. The less able still tended to write about what tourists could do and did not score.

Here is an example worth 2ai – 4 marks and 2aii 3 marks

2 (a) 'To promote respect between tourists and locals' is one principle of responsible tourism.

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

(4) 4 Q02ai

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

2 To create economic benefits for the local people and to improve their quality of life.

(ii) For each principle of responsible tourism you have described suggest how it could be achieved.

(6) 3 Q02ai

1 This could be achieved by trying to reduce and prevent pollution; such as noise, air, litter and light pollution; so that the environment does not become strained. Also, if leakage was prevented more money would stay within the destination; both benefiting the locals and tourists, as there would then be money available to improve the area and infrastructure.

2 Local people should gain local employment opportunities first, so that they would be able to work locally and benefit from not having to commute and already knowing the area. Also, training should be made available for local employees; so that they can learn new skills to help them gain promotions or similar, to increase their salary and benefit their quality of life.

In 2a(ii) the suggestion as to how the first principle could be achieved is vague and does not say 'how' pollution/leakage could be prevented and no marks were gained. The second suggestion is much clearer gained full marks.

This response gained full marks:

2 (a) 'To promote respect between tourists and locals' is one principle of responsible tourism.

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

(4) 4 Q02ai

1 To create economic benefits for the local area and improving the local people's quality of life. This means to bring job opportunities to local people by providing them with direct and indirect jobs.

2 To promote the conservation of cultural and natural ~~habits~~ heritage. This means to look after historic buildings or areas of natural beauty.

(ii) For each principle of responsible tourism you have described suggest how it could be achieved.

(6) 6 Q02ai

1 When new tourism developments are being build the developers require direct and indirect workers. Direct means that they will work in the attraction and indirect means that they build the attraction. This jobs should be given to local people that live in the local area as this will encourage the multiplier effect which will make the community wealthier.

2 The conservation of cultural and natural heritage could be achieved by taking care in historic buildings and the areas of natural beauty. For example by investing in them and restoring them. Or by making them less accessible for tourists so they wont cause as much damage.

Note that the candidate offers an explanation in 2ai, this was not required.

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. If you choose the principle 'to minimise the negative environmental, economic and socio-cultural impacts' you do not have to explain or suggest how each type of impact could be minimised in the second part of the question. For example full marks could be gained by suggesting how negative socio-cultural impacts could be minimised. Don't forget to say how!

2b)(i)

As mentioned, there were many improvements seen by examiners as the majority of candidates did identify an objective i.e. 'to....' and some scored full marks. Many used the stimulus and suggested improving security to reassure people it was a safe destination/improve image; other popular responses related to creating an identity/establishing Romania as a tourist destination. Some gave principles 'improve quality of life for locals' and did not gain any marks. Some gave reasons why the country could not develop tourism i.e. giving obstacles/objections 'it's not a safe country' 'they have huge economic problems'; some gave benefits of developing tourism.

This example gained 1 mark:

(b) (i) Identify **two political** objectives for developing tourism in emerging tourist destinations such as Romania.

(2) 1 Q02b:
1 To have a regional or national positive image.
2 To ensure economic growth.

The second objective is vague and refers to the economy.

2b)(ii)

Again the majority of candidates answered this question fairly well and most picked up at least one mark. Candidates should be aware that 'to create jobs for local people' whilst credited this series, is not strictly a national objective for a government and an objective such as 'to create employment opportunities' is more appropriate. Less able candidates gave impacts such as 'stop leakage' this did not gain any marks and is not an appropriate objective. The more able gave 'to maximise the benefits of the multiplier effect' or 'to increase foreign currency earnings'

Here is an example of a good response worth 2 marks:

(ii) Identify **two economic** objectives for developing tourism in emerging tourist destinations such as Romania.

(2) 2 Q02bi

- 1 To create more employment opportunities for locals. By employing people from the local area for direct and indirect jobs.
- 2 To increase foreign currency earnings by attracting more visitors from abroad to the area.

Examiner Tip for students:

Do not give an impact or a principle of responsible tourism when asked to identify or suggest an objective. Objectives relate to the reasons why governments and agencies want to develop tourism in a country or area for the benefits it can bring. Some examples can be found in the unit specification.

2c)

QWC was assessed in this question which was answered well by many candidates who were able to gain marks in level 2. Less able candidates tended to include reference to economic and socio-cultural impacts and did not focus purely on the environmental impacts. These responses also tended to refer to generic impacts such as pollution and footpath erosion and did not fully consider appropriate environmental impacts in this landscape. However, most candidates did successfully use the information given on the Danube Delta. The more able candidates often included really very good examples of other areas that are important wildlife areas; these also tended to consider the consequences of damaging the important breeding grounds for birds. Many offered an overall judgement and conclusion for their analysis which was really pleasing to see.

Overall many made good use of the information in the case study and applied good techniques. Some strongly written views were put forward that it would be disadvantageous due to impacts on the rare wildlife and migratory birds.

This is a typical level 2, 5 mark response:

* (c) Analyse the environmental impacts of developing tourism in areas that are important habitats for wildlife such as the Danube Delta. In your response you should consider positive and negative impacts.

(8) 5 Q02c

The negative environmental impacts include the erosion of land¹ as the developers need to create space in order to build the hotels etc. This could also cause a loss of natural habitat² as animals and rare plants will have to be removed. The motorboats will cause water pollution³ which will damage the lakes and the wildlife within them. The noise pollution caused by builders and tourists⁴ could disturb the wild animals especially the birds that use the area as a vital stop-off point. The 11.5 km long coastline's ~~will be a~~ landscape will be destroyed⁵ by the tourist resort. People travelling to the destination via plane or car will cause traffic congestion and air pollution⁶ this will damage the environment. However the positive effects could be that a tourism center⁷ about the different rare animals and plants could educate the tourists and also the local people. Also the local people could act as guides and give guided tours to tourists. The money that is earned through the tourists could be invested in the animals to help to protect them⁸ for example by building feeding stations etc.

This is a sound response that is focused on environmental impacts and makes use of the information given. Most impacts are appropriate although in parts are generic 'erosion'; 'local guides'.

This is an example of an excellent level 3 response:

(8) 8 Q02c

^{positive resource}
* (c) Analyse the environmental impacts of developing tourism in areas that are important habitats for wildlife such as the Danube Delta. In your response you should consider positive and negative impacts.

environmental
There are numerous ^{environmental} impacts from developing tourism in areas such as the Danube Delta, both positive and negative. The benefits include raising awareness of endangered species, for example incoming tourists ^{could} be made aware that the 'Cormorant Pelican' is very rare and this creates a particular educational interest in the destination. ~~Furthermore, tourism development can bring environmental advantages because the income from tourism can be spent on~~ ^{the} conservation of wildlife and habitats. For example, ~~many~~ ^{near} many resort complexes ~~near~~ the Red Sea Reefs in Egypt have used the money they take in to contribute towards ~~both~~ constructing artificial coral reefs to replace the ~~degrading~~ ^{rare} natural ones; this helps to conserve wildlife and ~~save~~ habitats.

However, there are implications of developing tourism on the environment of a destination such as the Danube Delta. For example, floating islands will be ~~providing~~ an ecological haven for wildlife and many contrasting species, but developing resort complexes and hotels on them means this natural 'haven' will be stripped away from the wildlife. ~~In addition, tourism development naturally~~ ~~comes~~ ~~hand~~ ~~in~~ ~~hand~~ with noise pollution which will be ~~disturbance~~ ^{disturbance} to wildlife, particularly for breeding grounds. This has been proven in the South of France as the development of Nice Airport caused a rare species of bird to go extinct due to the ~~disturbance~~ ^{disturbance} from ~~aircraft~~.

This is clearly level 3 in terms of the language used and the sustained analysis that also includes appropriate examples.

Q2(d) (i)

This question was testing the higher level skills (AO4) and was not particularly well answered by many candidates who gave vague statements that were not appropriate for the Danube Delta e.g. 'more bins' to stop littering, or else guidelines for how tourists should behave - 'buy locally'. Examiners were looking for what the government might advise/impose to control tourism development. The more able candidates who had read the question scored well and gave a variety of appropriate suggestions such as 'protect the breeding grounds by banning any building' or 'restricting access'.

Q2(d) (ii)

Candidates tended to score better in this part of the question even where their suggestions in 2di may not have gained marks. Most explanations showed an understanding of how to develop tourism responsibly.

This is an example of a typical weak response scoring 2di 0 marks and 2dii 1 mark.

(ii) Explain how these guidelines would help Romania develop tourism responsibly in the Danube Delta.

(4) 1 Q02dii

By minimising the damage to the environment you protect the endangered fauna and flora and still leave room for the wildlife. By minimising pollution you reduce the damage to the environment for the birds.

In Q2(d)(i) the suggestions are too vague, it is not clear what the guideline would be.

Here is an example of an excellent response worth full marks:

- (ii) Explain how these guidelines would help Romania develop tourism responsibly in the Danube Delta.

(4) 4 Q02di

The would ensure the birds, ecosystem, reed beds and other rare species are not disturbed and can continue to breed, as well as ensuring their ~~habitats~~ habitats are not ruined or destroyed.

It will also ensure tourism grows at a steady rate preventing overcrowding and eyesore attractions.

Examiner Tip for students – Q2(d)(i):

This question is testing higher level skills to see if you can make recommendations/suggestions to overcome potential problems of developing tourism in a sensitive area that are important for wildlife. You need to use the information provided and think creatively and make recommendations appropriate for the scenario. You do not need to explain.

Question 3

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

Q3(a)(i)

This was well answered by the majority, popular impacts were leakage, seasonal employment and low paid jobs. Most candidates gained two marks by adding some detail in their description or else gave an example. Less able candidates wrote about how in the LEDW there was no money to develop tourism rather than giving an impact, though these were in the minority. It was pleasing to see many candidates following the command 'describe' where in the past many offered an explanation.

Here is a response that gained two marks:

- 3 (a) Tourism has many potential impacts on tourist destinations in the Less Economically Developed World (LEDW). 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.

(i) Describe **one** negative economic impact of tourism in the LEDW.

(2) 2 Q03ai
The prices of everyday necessities may increase as businesses would want to capitalise on the rich tourists which then mean locals cannot afford everyday food products.

This shows a good understanding of the impact. Whilst there is an explanation that refers to impacts on locals, the two marks were awarded for the detail in the first part. The candidate has identified the impact 'cost of everyday essentials increases' and added detail 'local businesses capitalise on the rich tourists' – a good technique.

Q3(a)(ii)

Most candidates performed quite well on this question. Many focused on 'crime and prostitution' but the examples they used did not always relate to LEDW. Overall, there were some excellent responses especially for 'staged authenticity' that gained high marks and showed good understanding.

Here is an example worth full marks:

(ii) Explain **two** negative socio-cultural impacts of tourism in the LEDW.

(8) 8 Q03a(ii)

Impact 1 Staged authenticity becomes apparent, as local dances or performances are changed in order for them to be more enjoyable for the tourists who watch them. Therefore the country itself loses a bit of its cultural history, and there is a lack of respect for the actual culture and tradition of the country.

Impact 2 There is a lack of traditional employment, as tourism becomes the main focus. This means that the local traditions are not as readily available to residents as they should be, and that residents become stuck in a job they do not enjoy as all traditional jobs are non-existent.

Q3(b)(i)

This question was not particularly well answered by the majority of candidates. It tested their knowledge of key terms that are included in the specifications. Whilst more candidates attempted this type of question than in previous series, many still insisted that 'widening access to facilities' related to ease of getting to a destination rather than how it benefited locals. Some very good responses were seen relating to 'investing income into community projects' which showed a better awareness from candidates.

This response shows some understanding but some is not appropriate referring to economic impacts:

(b) The impacts of tourism can be managed through a number of different strategies or methods. These include maximising the positive impacts and minimising negative impacts.

(i) This question focuses on ~~maximising positive socio-cultural~~ impacts of tourism.

Choose either:

Method A: Investing Income in Community Projects

or

Method B: ~~Widening Access to Facilities~~

Explain how the method you have chosen can **maximise positive socio-cultural impacts** of tourism.

(4) 2 Q03

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

Widening access to facilities firstly will improve locals quality of life by having services in place such as hospitals to help them if they are sick. Secondly it will improve education in the area improving their skills base and making them more employable. Thirdly it will help to create positive interactions as locals would be supportive of tourism. Lastly it would help improve the economy if tourists are encouraged to go there helping to give them more opportunities and improve the infrastructure.

Two marks were gained. The candidate has focused on the benefits, but other than reference to 'hospitals' there is no real explanation has been offered. The candidate has observed how many marks are available and made four separate points hoping to gain at least one mark for each. This can be useful advice to candidates to make sure they have made enough points to match the marks available in questions worth less than 6 marks.

Questions worth 6 marks or more are usually 'levels' marked which means they are assessed holistically.

Q3(b)(ii)

As in Q3(b)(i) candidates were given a choice and the question was about minimising negative environmental impacts. Candidates scored better than in Q3(b)(i). The majority chose 'visitor and traffic management' and fewer made reference to congestion charges than in previous series, however many described the issue but did not explain how the method could minimise negative environmental impacts. The candidates that attempted 'environmental audit' had a better idea of what it was and why it was carried out although many candidates still suggested it was done after the development had been completed.

This is a lengthy example worth full marks:

- (ii) This question focuses on minimising the **negative environmental** impacts of tourism.

Choose either:

Method C: Environmental Audit

or

Method D: Visitor and Traffic Management

Explain how the method you have chosen can **minimise negative environmental impacts** of tourism.

(4) 4 Q03b.

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 C

Method D

Visitor and traffic management means to avoid any damage to the environment that is caused by traffic and visitors. This can be achieved by limiting the number of flights that come to the destination each year. This decreases the air pollution and also prevents overcrowding. Secondly improving the road system for example by building inner city ring roads. This will keep the main traffic away from the main tourists area and could prevent noise pollution. Also the public transport facilities should be improved. This encourages people to use their cars less and therefore decreases the traffic congestion. Assigned drop-off points for coaches outside a main tourist area can help to avoid air and noise pollution.

There is a lot here, not all of it is entirely relevant but understanding is evident, there is an explanation related to tourism and negative environmental impacts.

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.

Q3(c) (i)

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 Benidorm and wrote mainly about the TALC stages and the transition from decline to rejuvenation. In such cases, candidates did not offer a description of impacts beyond simple statements 'jobs for locals'. Candidates that chose countryside areas tended to answer this question much better as the impacts are more identifiable. Candidates should be encouraged to study these areas, in preference to major towns where footpath erosion may not be appropriate. Some responses were still too generic and lacked details or any evidence of research. Several candidates did not read the question and explained how they would manage the impacts.

Examiner tip for students:

Show the examiner that you know the impacts of tourism appropriate to that destination. 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)

Scores varied on this question which was not attempted by some candidates. When faced with similar questions, candidates are advised to choose a destination they have studied that allows them to answer both parts of the question. Here it would seem some had studied impacts at a destination but not how they were managed. Some responses were entirely generic, verging on fictional and tended to restate the principles rather than giving specific details of methods or projects used to manage tourism.

Tip Examiner tip for students:

When selecting destinations to research or study you will find that popular countryside areas in the UK or overseas offer the most scope. For instance National Parks, and the authorities that look after them, have to provide opportunities for people to enjoy outdoor pursuits whilst still protecting the wildlife and the countryside and indeed the people who live and work there. The most popular destinations will have clear and visible

impacts (often negative) and so the authorities need management strategies and often have educational resources you can download.

Here is an example of a weak response:

- (ii) In your opinion, to what extent have the impacts you identified in 3(c)(i) been successfully managed at your selected destination?

(6)

Explanation of how impacts are managed

They have different sports from white water rafting to bicycling. They make sure people are being responsible and they have lodge cabins instead of hotels. They have different parks ~~and~~ the country to ~~widened~~ the effects they have on the environment. They also have ranges to make sure people are being responsible. They ~~make~~ ^{make} a lot of money from people visiting and this can mean that they can look after environment. Because they have the funds and support to ~~preserve~~ the environment. They encourage people to go for walks and use bikes instead of a car in the parks. ~~So~~ They make sure that there plenty of ~~the~~ habitats for wildlife to live in and feel safe.

(Total for Question 3 = 30 marks) **10**

The chosen destination, a purpose built resort, does not provide the candidate with sufficient opportunities to fully answer the question. There is some evidence to suggest the candidate has researched the destination but in both parts mid level 1 marks are most appropriate. In total 4 marks gained.

This is a better response:

(ii) In your opinion, to what extent have the impacts you identified in 3(c)(i) been successfully managed at your selected destination? (6)

Explanation of how impacts are managed

The impacts are managed by certain paths being closed at various times of the year to allow them to not be eroded at such a fast pace. The pollution is managed by charging to drive into the forest; the bigger vehicle the more it costs as larger vehicles produce more emissions. The positive impacts are managed by ensuring that the education is open to all using the forest meaning everyone has the opportunity to learn about what happens in the forest. Also the CoApe facility can be used by all and therefore this is open from 9-6:00 everyday to allow as many access it as possible. Only people local to the forest are employed as they are most likely to have knowledge of the area and the forest.

(Total for Question 3 = 30 marks) **21**

TOTAL FOR PAPER = 90 MARKS

This gained full marks in Q3(c)(i) and 5 marks for Q3(c)(ii). This shows the importance of selecting an appropriate destination. Full marks are appropriate in 3ci as there are details giving evidence of research and the response is focused on impacts; all are entirely relevant. In Q3(c)(ii) some aspects are a little generic however there is an explanation for level 2 marks. Overall the response is quite basic but the skills being tested

are research and application of understanding and the candidate shows this.

Summary

As mentioned previously, some excellent responses and good exam technique were seen this series and it is always pleasing when candidates score well. Continued use of past reports, practising with past papers, close consideration of mark schemes combined with the use of case studies and focused research will help candidates build upon these improvements.

Further guidance and support

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online: www.edexcel.com/resources/training

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