

Examiners' Report/ Principal Examiner Feedback

January 2013

GCE Travel and Tourism (6993) Paper 01 Responsible Tourism

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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 Q01(c)(i) and Q02(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. Q1 concerned a coastal area destination in a more economically developed country (MEDC) Jaywick and the 'Sunshine Coast', Essex in the UK and Q2 focused upon an overseas destination in a less economically developed country (LEDC) the Amazon rainforest. As in previous series, Q3 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

Some excellent responses were seen this series where candidates had clearly planned their answer first and gave structured responses for the higher mark questions testing skills. Overall, candidates attempted all of the questions, although there were a few blank responses particularly in Q3. However, most candidates engaged well with the case studies. It was pleasing to see a range of good exam techniques and that candidates had taken note of tips and advice offered in previous Principal Examiner reports.

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

One factor was candidates simply not knowing some of the unit content and terms. This was particularly evident in Q3(a) and Q3(b) where knowledge of the terms in the specification is tested. Whilst most 'had a go' many candidates did not even attempt some questions. Learners should be reminded examiners cannot award marks for blank responses.

As reported in previous series not answering the question or following the command was evident again.

The quality and legibility of handwriting is another issue that examiners commented on with regards the difficulty of reading some answers. Learners should also be advised to use a black ball point pen.

Candidate Performance

Question 1

This question looked at agents of tourism development and the tourist area life cycle model.

Q1(a)(i)

This was quite well answered by many candidates who picked up three of the four marks available for the correct sectors. Over half of candidates however did not know the sector English Heritage belongs to, many suggested 'voluntary'.

Examiner Tip for learners

Do not expect there to be an example for each sector as in this case three were public sector organisations.

Q1(a)(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 role of private sector organisations such as Hoseasons and what their roles in relation to developing tourism are. The role of the Council was better understood, although some gave generic responses that were not applied to the scenario.

Here is a typical response which is more explanatory than descriptive gaining 1 mark for each organisation:

(ii) Describe the role of the following organisations in developing tourism on the Sunshine Coast.	
(6)	
Hoseasons	
HOSCOCOCO POLE IS to provide tourists with a bed for the night at a cheap	444444
late. This will develop tourism on the Sunshine Coast because it will mean more	
bourists will be able to avoid a meaning more money is being generated	
within within the area. By this happening it means money is available to	6
spend developing tourism on the Sunstaine Coast.	1101-007-011-011-011-01
	ren karakera kair
Tendring District Council	
Tending District Council role is to inform the local people of the towns	<i>m</i>
Statistics in the area. This will help to develop tourism on the Sumbin	e
Coast because the toxal people will side with it meaning there will	
be no conflicts occurring between locals people and bourises.	
	нигостовную

Here is a response that shows some understanding and scored 2 marks for each organisation.

(ii) Describe the role of the following organisations in developing tourism on the Sunshine Coast.	
Surishine Coast.) .
Hoseasons	
To create opportunités for families.	
experience what the Surshine Coast has	D
to offer at affordable prices. This w	
help the business make more profit	
because of tourism improving in that	
orea.	
Tendring District Council	
To keep the local area tidy and	::::::::::::::::::::::::::::::::::::::
presentable. Also to make sure that H	re
area has up to date infrastructur	e
which could help encourage tourism	to
the area:	· renderekjarl/PICERCI

Examiner Tip for learners:

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(a)(iii)

This was fairly well answered although few scored full marks because they had not referred to both organisations' aims or else just described aims and roles. Most understood why there would be conflict that Hoseasons' reasons related to possibly loss of profit through offering budget accommodation. Very few candidates considered the wider aims of the council and the reasons for wanting to attract higher spenders.

Here is a typical response showing some understanding; it gained 2 marks:

One of the aims of Tendring District Council's Tourism Strategy 2010 – 2016 is to attract higher spending visitors.
Explain why there may be conflict between this aim of Tendring District Council and the aims of Hoseasons' Martello Beach holiday park in Jaywick.
(4)
There may be a conflict between the two organisations many
because if the council succeeded in eitheriding higher spendies.
than the Hasensona harrieby found around suffer becase it's mental
is armed at working class people and so the percentes at the
halaly park would not meet the requirements of the higher
genduly cultury
(b) Suggest how conflicts between agents of tourism development can be overcome. (2)
Couples such as the one chamberl can be overcome by a portuent
between the two organizations with local meetings which provide
help and adule to each ather in an attempt to marchine the
my positive empads of tourism.

Here is a better response worthy of full marks:

(iii) Agents of tourism development sometimes come into conflict.

One of the aims of Tendring District Council's Tourism Strategy 2010 - 2016 is to attract higher spending visitors.

Explain why there may be conflict between this aim of Tendring District Council and the aims of Hoseasons' Martello Beach holiday park in Jaywick.

(4)

They can conclict in aims as the Hoseasons' markello beach park aims at budget tourism, their target market are tourists with leas disposable income, this will to down opposite to the councils aims as they would like to affect higher spending customers, there higher spending customers there are budget hotels so as part of the development target accommodation will have to be developed to cater for their roads this will cause a conflict between the two.

Q1(b)

This was mostly answered well with over half of candidates gaining full marks. This question is an example where candidates do not read the questions or follow the question numbering. The question does not relate to the scenario and so generic answers are required, the most popular related to arranging a meeting between the agents and reaching a compromise. A surprising number continued with the conflict given in Q1(a) and gave suggestions as to what Hoseasons could do, or suggested consulting the locals and did not answer the question and failed to score.

Q1(c)(i)

Candidates answered this question quite well with over half achieving marks at the top Level 1 up to mid Level 2 marks. QWC was also tested on this question and it proved to discriminate between the ability levels of the candidates. Less able candidates gave descriptive responses and focused more on the residents and crime and vandalism rather than tourism offering limited reasoning. In general, they did not demonstrate any understanding of the decline stage of the TALC model and made. The more able referred to the key characteristics of the decline stage and then used the relevant aspects of the scenario to support their analysis. In such questions examiners are looking for evidence that candidates understand the stage. Some good responses relating to the state of the local economy were seen.

Analyse the negative impacts of the decline stage in Jaywick.

8)

There are many negative impacts of the decline stage in Jaywict. This includes income, employment, health, crume and the living standards. On a local estate, the memaid taven had been set on fireand so have a number of houses. This means that residents made move OH Of the houses and INC somewhere CIDE MONY DUSINESSED don't remain open for business. This includes the whelks and jellied eels shop which used to be popular for Summer-day trippers many roads in Jaywick had not been maintained by the council. These roads are also narrow road tracks. There are also no street lights or any pavements. Most houses In the area are available for rent but because of the state Of those houses, there is no depositive quived for people to move in. The outcome of this Situation 13 that it attracts people to live miles away from Jaywick. Many working age residents recieve benefits as they are not able to work because there are not many businesses around anymore. There is also an ongoing tension between the establishe residents and new arrivals. Gime has also increased in the cire and many people live in fear offer experiencing vandalism, theat that and threats.

*(i) Jaywick is currently in the <u>decline</u> stage of the Tourist Area Life Cycle (TALC).

Analyse the <u>negative impacts</u> of the <u>decline</u> stage in Jaywick.

(8)

In the decline stage of the Tourist Area use cuple, majority of facilities, services decrease dramatically The aurount of visitors also decline and the deshiption is left spoilt. The destinations/ area's economy as also suggers alot due to fewer and rever to numbers of visitors returning. In Jaywick, Hany of the impacts which occur in the decline stage has happen. The number of visitors have dropped, leaving to inome for to regone rate the area. The Homaid Teven has been set or Aire and left derelict, agiving the whales bear image and reputation. The business has also dropped and has been dosed de to the lack of visitors. The wheles and the jellied cets has also be god previously they used to catter for the oummer-day to trippers; havever a dince the number of visitors has decreased, they are no longer needed. The properties in Jaywich has also deteriorated as the roads are not maintained and streetlights and pavements were never inotalled causing in locals (and tourst) to live be in fear, at The in addition, the number of onime has also increased which ultimately creates a negative image and reptation. This causes the visitors to never visit such area

The candidate shows understanding of the characteristics in the introduction and good use is made of the scenario.

Examiner Tip for learners:

When faced with such questions you should be prepared to match the evidence given in the stimulus with the characteristics of the stage.

Q1(c)(ii)

This question was not answered well by many candidates. It tested higher level skills and required suggestions of how two aims could be achieved. Less able candidates offered unrealistic explanations about what the council could do and then explained why this achieved the aim. Popular suggestions related to image, improving infrastructure and attracting high spenders with luxury hotels. They did not use the stimulus material which provided some 'clues' in terms of the location of the resort, transport links, access, tourism agency and the historical assets – Martello towers. More able candidates more clearly understood the council could offer incentives or work in partnership. This question did not ask for 'justifications' and explanations were not needed.

Here is a typical weak response that gained 1 mark:

(ii) Choose two aims and, using the information provided, suggest how Tendring District Council could achieve each aim. (6)
Chosen aim 1
Increase the amount of money visitors spend.
Suggestions
They must maximise me positive impacts
by the retention of visitor spending. They must
provide accommodation, food, drink etc for
teurists so they do not spend their money else-
where This will keep the morey within the
leccal area and increase vistor spending.
Chosen aim 2
Improve the perception of the area as a tarism defination
Suggestions 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
They must do this by rejuvenating the area
by oreating sustainable development and
feausing on new morkers to morker to. This
will olonge me tourists perception of an the
area, if they see it was alwayed.

The candidate is suggesting what needs to happen and has not answered the question.

Here is a better response for the first aim:

 (ii) Choose two aims and, using the information provided, suggest how Tendring District Council could achieve each aim. 	
Chosen aim 1	
I uprove the purception of the crea as a toursm distinction. Suggestions	ė.
Thereding district council could actions the own by whode improving	
the physical appearance of the tour by replacing therer books and cleaning	
up letter from the streets, Replacing benches and inground the ferce	
of buildings by as-pumbing thom used upone the exchange and	ud s
forception of the town.	
Chosen aim 2	
Chosen aim 2 Athact lugher spending usitions	
Attract higher spending usitions	
Attact higher spending usitions Suggestions	
Attact higher spending usitions Suggestions Thending Dishect Council could inferme the amount of higher spending	401
Attract higher spending usitions Suggestions Therding Distract Council could informe the amount of higher spending or has to the four by introducing new informations which	***
Attact higher spending usitions Suggestions Thending District Council could inferre the amount of higher spending or has to the town by introducing new upper class howers which would offer a male range of sames such that would attent higher	1011 1011 1011 1011

The second aim is explanatory and whilst along the right lines a little unrealistic.

Question 2

This question looked at the principles of responsible tourism, objectives of tourism development and tourism in the Amazon rainforest.

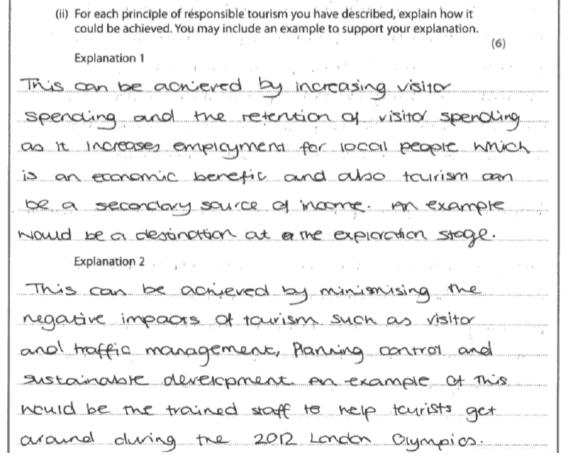
Q2(a)(i)

This question was in general well answered by many, and over three quarters gained full marks.

Q2(a)(ii)

This question was fairly well answered by many, although few gained more than four out of the available six marks. This type of question has appeared on past papers, this series candidates had to explain how their ideas would achieve the principle. Marks were restricted for descriptive responses and it was disappointing that so many gave valid suggestions with no explanation. As reported on previous reports, there were still instances where candidates wrote about what tourists could do.

Here is an example of a typical weak response:



There is very little explanation the candidate has largely referred to management strategies. 1 mark was gained.

Here is a better response that gained 5 marks:

(ii) For each principle of responsible tourism you have described, explain how it could be achieved. You may include an example to support your explanation. (6)Explanation 1 Respect between fourists and local people could be achieved by tourists following guidlines of now they are expected to dress and behave. For example in benylo vulages welcome townists by expect them to diress observe the traditional this prevents locals being Explanation 2 Conservation of cultival and natural hentage could be achieved by the education facitutes being provided to tourists, for example they should be tought about an Oursa which is protected. One example of this would be 1842-1899 on Nissi beach where turtles lay their eggs the area is Eurolue flag conserved and taurists are provided with information about these turbus

Q2(b)(i)

Candidates did not answer this question particularly well with just under half failing to gain any marks. Socio-cultural objectives seemed to be poorly understood by many. The most popular responses were about 'preserving traditions' and 'quality of life' and candidates still focused on the local level rather than national. Some candidates continued to write too much and offered explanations rather than following the command 'identify'. However, there was evidence to suggest that more attempts were being made to word responses as objectives. Higher scores were achieved for objectives such as 'promote cultural understanding'.

Q2(b)(ii)

Possibly as a result of having appeared more frequently on past papers candidates scored better with economic objectives. Yet again, however, many candidates focused on the local level 'give jobs to locals' or gave impacts 'stop leakage' rather than presenting clear and appropriate objectives such as 'increase foreign currency earnings'. Around three quarters gained at least one mark here.

Q2(c)

This was well answered by many candidates who had clearly engaged well with the case study on the Amazon rainforest. Three quarters of candidates achieved marks in Level 2 and demonstrated analytical skills as well as the ability to apply their knowledge to the stimulus. Although some candidates wrote about economic impacts which had not been asked for most candidates were able to consider both types of impacts. The less able candidates tended to focus on erosion, litter and pollution and learn about culture whereas the more able made better use of the stimulus and considered wider impacts such as the tower requiring forest clearance and creating visual intrusion. In such questions it appears that the less able tend to write about all the impacts they have learnt, almost in a list form.

Overall many made good use of the information in the case study and applied good techniques to show analysis for instance - 'this means that'; 'the consequence of this will be that' and also structured their responses with an introduction and a conclusion.

Here is a top Level 2 response scoring 6 marks:

(c) Analyse the impacts of tourism activities in the Amazon rainforest. In your answer you should consider both socio-cultural impacts and environmental impacts. Houdays where townsts can meet the local people can have a possesse mposet SOCIO: CIULLIAI impact as tribets und be able to interact with locals and learn about how they live which then generates respect between locals and usitors. The walk and talk activas also have a positive socio-cultiral impact because the guides are extres sometimes members of the local community bains to can learn about the local community and there is also chance of employment for local people which will help to improve of life and again will promote respect between both tourses and locals. Visitors using canons on a have a positive envionmental impact as because they are Yourng and learning about the widlife but they are not harming the environment or dishipping the animals habitat canoes are environmentally frendly and therefore do not cause harm to the animals. to new birds also have a positive environmental impact and therefore they not harming them or or they habitat

This is a well written analysis applied to the Amazon. The candidate has focused on positive impacts and the analysis is balanced and some ideas are developed.

Q2(d)

This question was well answered by most candidates who scored Level 2 marks. Many candidates began their response with some attempt to make a judgement 'I think it is a good example because' and were able to refer to the information given to justify their response. The less able wrote descriptive responses and focused more on impacts and also tended to describe each principle and then offer a simple statement attempting to link it to the stimulus, generally saying it was responsible. The more able demonstrated an ability to write more clearly about responsible tourism at the Posada Amazonas Lodge rather than regurgitating the principles. They showed assessment using phrases such as 'this is good because'. Higher

marks were seen where candidates gave a sustained assessment with justification and suggested that some aspects of the lodge were perhaps not very responsible.

Here is a typical example of a weak response.

There are 4 principles to responsible tourism and I agree that Pasada Amazonas Lodge is a good example of his. Firstly, the first principle is "created economic benefits for local people and improves quality of life: The lodge splits the profits, 60% to the community and 40% to the company so this improves their amounty of life as well as economic benefits: The second principle is "Minimises negative environmental economic and socio-cultural impacts". This is obne by diving the locals profits, letting them make decisions and making the lodge onviromentally friendly. The third principle is "Promoting the conservation of natural and cultural keritage". This is done by making the lodger peatures environmentally friendly and keeping the amozon ar amozonian artichecture throughout. The 4th and final principle is from the respect between taxists and locals". This is done by giving the locals profits, letting them make decision, and areating the lookge maderled on Amoronian outchitecture to make them feel more involved.

This response gained 3 marks. There is some attempt to make use of the case study, however overall it is vague and there is no reasoning to support statements made.

Here is a better response scoring Level 2 6 marks:

Posada Amazoras lodge is a good example of responsible tounom because it follows/the principles of responsible tourism The This has been achieved by the accommodation being built similarly to the surroundings. The materials used to build this was is from also a local materials which means, the money we staying within the country the bar and the during area has of hand warn that the which is used again from boal materrals. The foods are combined international Perumans and local styles of cooking. This would mean locals orchuct were for the international meal, meaning the money is not poing to the local economy. The It is managed by the 80 Ese'era families which means it hould benefit them help improve the quality The contracts also states that 60%. Ellauma the money 10 cals dealthy families sureld belong to the arematically. The

Question 3

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

Q3(a)(i)

This was fairly well answered with around half of candidates gaining the full two marks for correctly describing one negative environmental impact. The highest scores were achieved for descriptions of 'footpath erosion' and 'habitat destruction'. Less able candidates offered 'pollution/litter' but

struggled to describe it beyond listing all possible types of pollution gaining a maximum of one mark.

Examiner tip for learners:

When you are asked to 'describe' think about detail, the best way to describe is to think in terms of 'painting a picture'. For instance what is 'litter'? This is where tourists take a picnic to the beach/countryside and leave behind all their rubbish such as plastic bottles, cans, crisp packets, orange peel which looks a mess and is dangerous for small animals.

Q3(a)(ii)

This question was not particularly well answered with few scoring full marks, although most gained two marks. Many candidates wrote about stopping negative impacts and some did not seem to be familiar with this impact. Some good examples were seen although frequently these were not supported by an explanation. As it has been reported previously, candidates seem to struggle with explaining positive impacts many wrote about avoiding staged authenticity or loss of culture. Surprisingly many did not refer to tourism or tourists at all.

Here is a typical weak response scoring 1 mark:

(ii)	One positive socio-cultural impact of tourism is preservation of customs and crafts.
	Explain the term 'preservation of customs and crafts'.
	You may include an example to support your explanation. (4)
	ation of customs and crafts is beeping the bradition Eas
as c	casts within the local area. It is preserving the culture
and 6	raditions It is ensuring that there is no loss of
cultura	1 Identity.
41 (41 (41 1) (41 1 - 41 1) (41 1)	

This is vague and seems to be largely guesswork but the candidate did gain a mark here for 'keeping the traditions'.

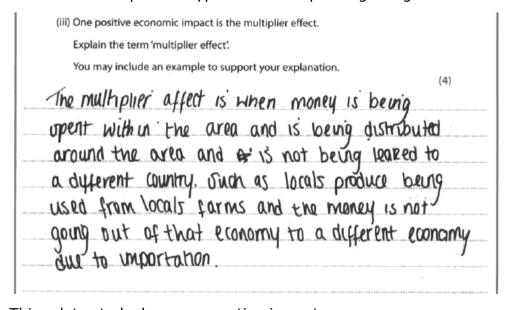
Here is a better response that gained 3 marks:

(ii) One positive socio-cultural impact of tourism is preservation of customs and crafts.	
Explain the term 'preservation of customs and crafts'.	
You may include an example to support your explanation. (4)	
Preservation of customs and crafts allows the	
traditional culture to remain. Wishout touristy	ii
those a traditional stills and abilities would have	_
boon forgotten. Due to the hourste interest, the	
praditional crays romain. An example	-101
includes Clogg-making in Molland which	
helps persona person present their haditors	
values.	

Q3(a)(iii)

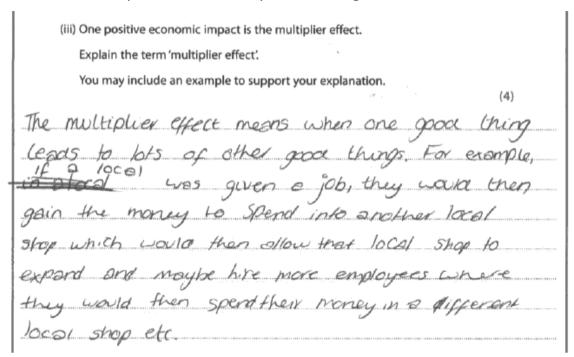
This question was fairly well answered by most candidates although under a quarter did not gain any marks despite this impact having been tested before. As seen in Q3(a)(ii), some candidates' explanation related to preventing a negative impact such as 'this stops leakage', other candidates referred to building hotels and showed little reference to the local economic benefits for people across business sectors.

Here is an example of a typical weak response gaining 1 mark:



This relates to leakage, a negative impact.

Here is an example of a better response scoring 3 marks:



Understanding is evident although there is no reference to tourism.

Q3(b)(i)

As with many of these questions that test knowledge and understanding of the terms contained within the unit specification some candidates are simply unfamiliar with the terms. Here, around one quarter of all candidates did not score anything and few gained full marks. 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. As has been previously reported, 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 weak response that did not score any marks:

(b) The impacts of tourism can be managed through a number of different strategies.

This question focuses on maximising the positive impacts of tourism.

(i) Explain how staff training and development can maximise positive economic impacts of tourism.

(4)

6+aff training and development can maximise positive economic impacts of tourism.

(4)

6+aff training and development can maximise positive economic be impacts for giving tourists a better and well sahsified trip and will make make the tourists pleased and want to revisit the area again 3 and by recieving a good services they will feel less obliged to open there money within that area.

Here is a better response that scored 3 marks:

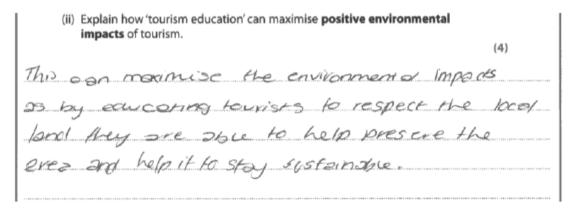
(b) The impacts of tourism can be managed through a number of different strategies.
This question focuses on maximising the positive impacts of tourism.
 (i) Explain how 'staff training and development' can maximise positive economic impacts of tourism.
(4)
By essuring that Staff training and development
is apparent, more pos apartunities would be available
due to people peing more qualified for different jobs.
The Dee to having more qualificetion, better Jobs world
be available to then that are higher paid and
So this creates a maximises positive economic impacts
exthin the industry due to the jobs created and
moy made

Whilst repetitive in parts, understanding is evident.

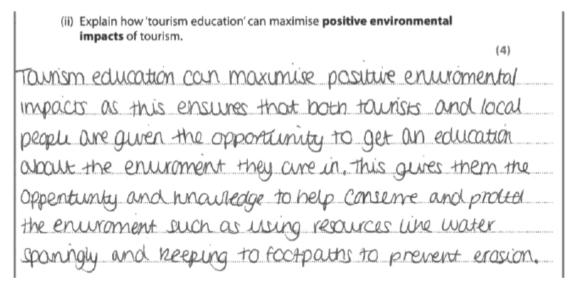
Q3(b)(ii)

Overall candidates answered this question more successfully than Q3(b)(i) with fewer failing to score. The most popular responses related to 'increased awareness' and 'learning about the environment' and 'knowing how reduce damage'. Higher marks were achieved where candidates gave appropriate examples or else considered the longer term effect of learning about the environment and the impacts of tourism.

Here is a typical example of a weak response:



Here is an example of a better response scoring full marks:



The strengths in this response are that the candidate has referred to local people as well as tourists and has not mentioned negative impacts, sound understanding is demonstrated.

Examiner Tip for learners:

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 and explanations. Also try to avoid referring to negative impacts when asked to explain how to maximise positive impacts.

Q03(c)

This question or similar has appeared on previous question papers. Over half of candidates scored no marks or else marks in Level 1. 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 this series the London Olympics was used in response to this question and clearly this is not appropriate with regards tourism impacts at a tourist destination. In this series six marks were available but few scored the higher marks due to lack of specific details giving evidence of research. 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 and the Inca Trail. Despite the question prompting candidates to include specific details, many responses were generalised accounts or descriptions. In such cases some excellent responses were seen, some gaining full marks. Here is a typical weak response scoring Level 1 2 marks:

For Question 3(c) you need to select one destination you have researched or studied in class.
(c) (i) Using a destination you have researched or studied in class, describe the impacts of tourism at the destination.
In your answer you should include details to show evidence of your research. (6)
Destination
Sukau Lodge, Borneo.
Description of impacts
The Gravel and tourism including has had a positive
impact on the trans and townsmend destination due
to the elements and infradmenture put it place to
with stand mass tourism responsibly As it is an eco-lodge.
exerthing within the lodge is responsibly saved including
noterials food and drink, Which are all locally Sourced
Many gots are also available to locals both within the
lodge as waiter chefts etc. but also outside as gudes
and brangert parties in order to promote respectand
create econic bergis for the connunity providing
belta quality of life for all

The candidate may well have researched this lodge however the response is theoretical, there is no evidence of research and the focus is on the principles of responsible tourism.

Here is a better response scoring Level 2 5 marks:

For Question 3(c) you need to select one destination you have researched or studied in class.
 (c) (i) Using a destination you have researched or studied in class, describe the impacts of tourism at the destination.
In your answer you should include details to show evidence of your research. (6)
Destination
tenya.
Description of impacts
kenya had many negative impacts. One impact
was that the money was going to the owners of lodges
and Quide tourse but not to the local reconomy. Also, due
To the box of experien. Satari Jeeps were crossing
over to the grass teg to all an townsts a better new
of the animals. This lead to excite evosion of
the land and also damaged many habitats.
Many animals were in fear since the townsts
used to come too close, which put them in
danger.
Apparer impact was that the total people
were not given
mis made local people have to live on what they
had, and they were forced to dance and entertain
tourists which was against their customs and
Culture.
I

Whilst there are weaknesses here overall research is evident.

Examiner tip for learners:

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)

This was not particularly well answered, although more candidates did attempt it and indeed would have gained some marks for a theoretical response. The higher marks were achieved by candidates who had clearly studied or researched a tourist destination in terms of how tourism impacts on it and how those impacts are controlled. As previously reported the Inca Trail, Galapagos Islands and UK National Parks provide excellent case studies for these types of questions.

Here is a typical level 1 response which gained 3 marks:

(ii) Explain how the impacts you have described in 3(c)(i) have been controlled or managed at your selected destination. In your answer you should include details to show evidence of your research. (6) tourist/ visitors were ed products (The hotels would sulso uso hotel, allowing 10 cal Those action helped the the money was leated and

Here the response is theoretical although the candidate does understand how tourism can be controlled there are no specific details to show research.

Summary

Whilst this paper proved quite a challenge to many, it did successfully discriminate between abilities. It was evident that some candidates were prepared for the exam and utilised good exam techniques to maximise performance. It was pleasing to see some well structured analytical and evaluative responses where the higher level skills were tested. The weakest areas continue to be where knowledge of the unit terms is tested.

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