

Examiners' Report/  
Principal Examiner Feedback

Summer 2015

Pearson Edexcel GCE  
in Travel and Tourism(6993)  
Paper 01 Responsible Tourism

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## **General Comments**

The GCE Travel and Tourism qualification is well established.

For centres that may be new to the qualification it is highly recommended that the resources available to download from the Pearson Edexcel website are accessed. In particular, the question papers, mark schemes and the Principal Examiner's Reports for each previous exam series. A review of these documents can give centres an insight into how the unit content is tested as well as providing familiarisation with the question paper structure, common issues observed and good practice displayed by students.

## **Question Paper Overview**

There were 90 marks available on this paper.

The quality of written communication (QWC) was tested on two questions 1(c) and 2(c) and indicated by an asterisk \*.

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

The questions are set to assess students' understanding of the content of the specification given in the 'Detailed Unit Content' section for Unit 7. Full details can be found on pages 91 - 95 of the unit specification.

The question paper for this unit is divided into three questions each worth 30 marks. Each question is quite distinct. Questions 1 and 2 are typically focused around a case study. Question 1 features a destination in the economically developed world, Blackpool this series. Question 2 considers a destination in the less economically developed world in this series, destinations in the Himalayas. Question 3 usually tests understanding of the unit content terms and opportunities for students to give evidence of their research into responsible tourism, impacts of tourism or how impacts are managed at destinations studied.

Questions were also devised to meet the weightings requirements of the Assessment Objectives (AO). Details of the relevant weightings can be found on pages 166 and 167 of the GCE Travel and Tourism Specification.

The assessment objectives are as follows:

A01 – students demonstrate knowledge and understanding of the specified content, and of related skills in vocationally-related contexts

A02 – students apply knowledge and understanding of the specified content, and of related skills in vocationally-related contexts

A03 – students use appropriate research techniques to obtain information to analyse vocationally-related issues and contexts

A04 – students evaluate information to make judgements, draw conclusions and make recommendations about vocationally-related issues and problems.

Questions are designed to test the student's knowledge and understanding of the content and terms stated in the unit specification as well as incorporating the assessment of skills ranging from the application of knowledge to analytical and evaluative skills. Teaching and learning should be designed to ensure that understanding all of the unit content and the terms stated is embedded and provides a solid foundation on which to develop the higher level skills of analysis and evaluation and enables synthesis of knowledge.

In preparing students for external assessment centres need to be mindful of the fact that question papers are solely designed around the unit content as set out in the specification.

## Summary of Student Performance

As this report highlights, a variety of responses and marks was seen this series. At times students' responses were confused and/or vague and knowledge of the key terms and concepts in the unit did not appear to be fully embedded for questions 2(e), 3(a)(ii) and 3(a)(iii). Undeveloped exam technique may explain some of the lower scores particularly where students had clearly not read the question carefully and in essence 'lost marks'. This was most evident in 2(b)(ii), 2(d), 3(a)(i), 3(a)(ii) and 3(c)(i). Cumulatively this is a costly in terms of overall marks. Another issue seen primarily in 1(a)(ii), 1(a)(iii), 1(a)(iv) and 1(a)(v) is linked to not reading the question carefully which for these questions required application to tourism development. Students demonstrated a good theoretical knowledge of organisations and their roles but could not apply this to the concept of tourism development in the given scenario. The other weakness observed was that some students did not seem to know how to make an assessment in 1(c), where statements were unsubstantiated with no real reasoning. Extra answer space was provided this series for the questions testing the higher level skills 1(c), 2(c) and 3(c)(i). Students are strongly advised that they do not have to fill all the answer space, spending too long on 1c and 2c may have meant some students did not then have enough time to answer 3cii. It is best to keep an eye on the time to make sure all questions are answered and then go back and expand if needed.

## Student Performance

### Question 1

All questions in Question 1 were based around the case study on Blackpool.

#### 1(a)(i)

This was answered well by most students who gained full marks for matching the organisations with the correct sector. Centres are advised of the changes in roles and funding at English Heritage which split into two different organisations in April 2015. English Heritage has become an independent charity and will be self-funding from 2022/23, and a newly named organisation called Historic England will continue the statutory role of giving expert, constructive advice to owners, local authorities and the public, and championing the wider historic environment.

#### 1(a)(ii)

This was answered well by many students who gained two marks and demonstrated good understanding. Marks were lost where students gave a generic response and did not apply the role of English Heritage to developing tourism in Blackpool.

#### 1(a)(iii)

This was answered fairly well although many struggled to apply the role of the Pleasure Beach Resort to developing tourism and gave basic responses linked to making a profit, or else described the attractions. Many gained one mark.

1(a)(iv)

The role of VisitBlackpool in developing tourism was understood and the question was answered well with approximately half of the students gaining at least two marks. As in 1(a)(ii) the reason some with a good degree of understanding did not gain full marks was due to the lack of application.

1(a)(v)

This was a new style question and it was pleasing to see so many students answer it well demonstrating sound knowledge; most gained at least two marks. Some clear examples were provided to support explanations. Where students gave descriptions and wrote about pressure groups/protests in general – these tended to focus on what the voluntary organisations do and did not clearly explain why in relation to tourism development.

1(b)(i)

It was good to see the majority of students gained the mark here for the correct stage.

1(b)(ii)

This was answered quite well and many students gained one or two marks. Knowledge of the key characteristics that help define a stage seemed to be the main weakness and often characteristics were somewhat muddled and unclear. The most popular incorrect response was 'hostility from locals'. It seemed that a significant number gave characteristics from the decline stage and it is possible they had misread the question.

1(c)

This was a popular question that was answered well by many students, over half gaining marks within Level 2 (four to six marks). Most engaged well with the case study and were successful in using the information provided. The question helped to differentiate between ability levels and weaker responses tended to be descriptive with an over-reliance on quoting the information provided. The main weakness observed was a lack of the higher level skills; some students did not seem to know how to produce an assessment. They tended to make unsubstantiated statements 'this is good because it will attract families' with no reasoning or development of ideas. The more able clearly assessed the information. They gave reasoned judgements 'I think Showam! will help them be successful in meeting the aim of attracting families back because the children will be off school and in February the weather is bad and there's nothing to do so by providing them with this circus and festival during the school holidays it will encourage more families to go there'. The more able students also tended to offer reasons why the regeneration may not be successful and summarise their assessment with a conclusion. A good standard of QWC was observed on many responses.

## Question 2

Questions in this section are all based around tourism in Himalayan countries.

### 2(a)(i)

This was answered quite well by many. Questions testing knowledge of the principles of responsible tourism as stated in the unit specification have appeared on past papers. Whilst most gained both marks here it is disappointing that a proportion only gained one mark or failed to score; they should know all four principles in the specification.

### 2(a)(ii)

Some interesting responses were seen although knowledge of individual principles seemed weak where students linked them together. Where principles in 2(a)(i) had not been described precisely explanations were sometimes vague. It was pleasing however to see that most students now provide responses appropriate for what organisations rather than tourists can do and some good responses were seen gaining full marks. Over half of students gained at least two marks.

### 2(b)

This was answered quite well by many and around half gained two marks. Similar questions have appeared on past papers although the wording was different and some application was required for full marks. This requirement was overlooked by some who did not fully consider the economic situation in Tibet. One weakness was that some students just suggested what the money from tourism could be spent on.

### 2(c)

This was a popular question which was answered fairly well by most students who demonstrated a good understanding of what was required. Many students utilised the full two page answer lines provided. The full range of marks available were awarded although Level 3 responses were in the minority, most gained Level 2 four or five marks for some analysis and application. Where lower marks were awarded responses tended to be descriptive or copied from the case study and often included basic statements 'damage the environment'. Some students did not read the question carefully and included economic impacts and/or positive impacts.

### 2(d)(i)

Although a variety of responses were seen this was answered quite well and over half gained the mark. Where students failed to score this was often because the suggestion was too general ie 'do not drop litter' and not appropriate for the situation presented about visitors/trekkers in the Himalayas where equipment and waste is left on the mountains rather than a problem of simply dropping litter. Another reason for no mark being awarded was where the recommendation was more about managing impacts rather than what tourists should do. Students are reminded to read questions through carefully. Popular responses that gained marks related to not picking wild flowers and sticking to the paths.

#### 2(d)(ii)

This was answered fairly well and over half of students gained at least one mark. However some explanations were basic, with simple ideas and a limited understanding of how the recommendation would in fact protect the unique environment.

#### 2(d)(iii)

Almost half of students did not gain the mark here and the question was not particularly well answered. Some students gave another recommendation related to protecting the environment and some wrote about the fate of the porters in terms of their work conditions; these did not score marks. The most popular responses gaining marks were those related to respecting the prayer flags/traditions/holy places.

#### 2(d)(iv)

A variety of responses were seen. Some students demonstrated a good level of understanding and gained one or two marks for explanations relating to how their recommendation would help visitors to protect the traditional culture. Over half however did not gain any marks either because they did not understand 'traditional cultures' or else incorrectly wrote about the environment or the risks to porters.

#### 2(e)

This was a new style question focussing on how Bhutan is managing tourism. Understanding of the reasons for such strategies seemed very limited although the unit specification advises research of these in tourist destinations as well as the research of examples of destinations that manage responsible tourism.

Overall it was not answered well with only the minority gaining more than four marks. Whilst many students had identified the key aspects such as 'to limit visitor numbers, prevent overcrowding/negative impacts, make money, to be seen as an expensive and exclusive destination' and gained two or three marks few could expand beyond this. Others copied out sections of the case study. It appeared many may have overlooked the word 'manage' and had misunderstood the question. Overall however it would appear that understanding of managing tourism in practice/real world is underdeveloped.

### Question 3

#### 3(a)(i)

This was answered fairly well by many students. However over one third did not gain any marks. One reason for this is they had not read the question carefully. A surprising number of those that did not score gave two negative socio-cultural impacts 'staged authenticity and crime and prostitution'; others gave positive economic impacts.

#### 3(a)(ii)

Many students gained two marks here and the question was answered quite well, although around one quarter did not gain any marks. The term is in the specification and should be known. Some good responses were seen that demonstrated a sound understanding of the impact however they did not gain full marks as they had omitted to apply their response to destinations in the LEDW.

#### 3(a)(iii)

This was not answered well and it was apparent that whilst students often give 'increasing foreign currency earnings' in their responses to economic objectives they actually do not understand this at all. Few could offer a valid, coherent explanation. This is testing knowledge of the content terms of the unit specification and should be familiar to students.

#### 3(b)(i)

Mixed responses were seen to this question which was not answered very well; over half of students did not gain the mark available. This was testing straightforward knowledge of management strategies and is in the specification; it should have been familiar to students. A precise strategy was needed to gain the mark.

#### 3(b)(ii)

This question was answered well by many and over half gained at least two marks. One key weakness was students giving explanations of the multiplier effect rather than explaining how training and employment could maximise positive impacts. Popular responses that scored well referred to improving earnings potential through new skills gained and accessing the better paid jobs.

#### 3(c)(i)

A range of responses and marks were seen and this question was answered fairly well by many who gained Level 1, 3 marks or Level 2, 4 or 5 marks. Low scores were seen where students had not read the question carefully and explained how impacts are controlled or else explained the stages of the tourist area life cycle model, for instance from decline to rejuvenation at a destination. Some gave generic impacts with no evidence of research evident. The question required a description of impacts. Some good responses and higher scores were seen when destinations such as the Lake District were chosen and specific details included to show research.

### 3(c)(ii)

A surprisingly high number of blank responses were seen. This may have been an issue with exam technique possibly students spending too much time on questions earlier in the paper or else where students may not have realised there was a question on the last page. Where the question was attempted some good responses were seen when students offered their judgement on how well impacts had been managed to support responsible tourism. Weaker responses tended to state 'this meets the principle' with no development or justification provided.

Based on their performance on this paper, students should:

- Read the questions carefully
- Have a sound understanding and knowledge of all the terms in the unit specification and be able to describe or explain them
- Know the key characteristics of each stage in the tourist area life cycle model
- Have researched a range of tourist destinations from the UK, Europe and worldwide
- Be able to give real examples of impacts, management strategies and managing tourism responsibly
- Be able to plan and structure extended writing style answers
- Know what each command word means – how to assess, how to analyse
- Pay extra attention to spelling, punctuation and grammar on questions labelled with an asterisk \* that test QWC
- Keep an eye on the time and attempt every question

## **Grade Boundaries**

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>





