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Examiners' Report

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6987

The Travel and Tourism Industry

GCE Travel and Tourism
Summer 2006

General comments

This was the second paper for this unit. As with the January 06 paper, questions were set to assess candidates learning of the content of the specification. Questions were devised to meet the requirements of the Assessment Objectives. These are given in full on page 155 of the specification and are summarised below together with the weightings to be applied for this unit.

| | Summary of AO | Weightings | Typical Requirements of Questions |
|-----|---|------------|--|
| AO1 | Knowledge and understanding | 25-35% | Describe, explain, compare |
| AO2 | Application of knowledge and understanding | 25-35% | Explain, suggest |
| AO3 | Research and analysis | 20-25% | Examples you have researched, analyse, explain |
| AO4 | Evaluation, reasoned conclusions, justified recommendations | 20-25% | Evaluate, suggest, explain, analyse |

The table also shows the typical requirements of questions designed to address the Assessment Objectives.

As with the previous paper, there were 90 marks available. Candidates were allowed to take calculators into this examination.

This report will comment on each question in the paper. It will comment on the general performance of the question and the key strengths and weaknesses in responses. In some cases, example answers will be given.

Question 1a)

This was generally well answered although candidates did not always clearly describe incoming tourism. Responses were often similar to

Where someone travels to another country like USA to UK.

This response could be used to describe outgoing tourism or incoming tourism. Candidates should ensure their responses more clearly relate to the type of tourism specified such as

This is when a tourist comes into another country from their own so if someone from UK comes into France they are an incoming tourist to France.

Responses to adventure tourism were better and clearer with candidates referring to *excitement, thrills, challenge* and other such terms as well as giving examples of types of activities.

Question 1b)

This was generally not well answered. Although candidates were able to show knowledge of the two types of tourism in terms of the booking process they were not able to give sufficient detail to the holiday experience to gain marks from level 2. Typically answers were similar to this example

An independent holiday means the family will book all the parts of the holiday themselves, usually on the internet. The family booking the package holiday will probably go to a travel agent and book a holiday which has flights accommodation and the services of a rep included.

Whilst it is acknowledged that the booking process is often seen as part of the holiday experience it is very limited. This type of approach to providing the answer was followed by the majority of candidates; describing one type of holiday and then describing the other. Few candidates made any comparison between the two giving reasons for similarities and difference of experiences. Extracts of a better answer was

One main difference is that when the independent travellers are on holiday they are more likely to meet local people and mix with people from other cultures than those on a package holiday. Those on the package are likely to be in a big complex with lots of other people who booked the same package but the independent family will probably have their own individual villa or have a tent or stay in a small hotel so are more likely to go and mix with other people.

Question 2a)

This question was poorly answered. A significant number of candidates did not attempt to answer this question. Of those that did, a significant number showed they did not know the answer by giving incorrect responses. Some candidates transposed answers giving definitions of perishability under intangibility and vice versa. Where candidates did know the meaning of these terms, there were able to give a response that gained maximum marks.

Question 2b)

This question was poorly answered as above. Where candidates had been awarded marks for a) there responses here did not show the ability to apply that knowledge to the role of a tour operator. Few candidates were able to example how a tour operator deals with these aspects of the nature of tourism. Better responses included

Tour operators like Discovery Tours could make sure they provide better information to the customers like with detailed brochures with lots of photographs so that people can get a better idea of what the holiday would really be like. They could also have information on the website and give things like virtual tours. They could also ask past customers for their views and send out staff to write what the holiday is really like. This way the customer knows what their holiday will be like.

A holiday is intangible so a tour operator can give the customer something tangible to take away like a brochure and tickets. They can send them things at different times so they always have something tangible. They can give them something tangible as a souvenir when they are on holiday so all the time trying to make the holiday tangible.

The tour operator will need to give discounts or reduce prices like late deals to get people to book as it is better to get some money than none.

Question 3a)

Candidate responses mainly showed some understanding of the characteristic in relation to accommodation but were generally unable to apply the characteristic to the hotel in the case study. Candidates mainly referred to the strength of the major hotel chains to promote heavily and widely, provide a wider range of services and better quality. They also referred to customers having confidence in the chains. The reference to effects was often limited to simple statements indicating the hotel would lose profits and close down.

Question 3b)

This question required candidates to suggest how products and services could be developed by the small hotel in the case study. A majority of candidates made reference to price changes and promotional activities. In some cases, no reference was made to products and services. Answers tended to be vague such as make the hotel bigger, advertise more, reduce prices etc. These responses were not appropriate for this level of qualification. Where suggestions for products and services were made these were often basic with no detail and in some cases presented as a list. At this level of qualification it is expected that candidates are able to give detail to their suggestions and also give some justification. Better responses were

In the garden the hotel could build a swimming pool with a childrens area as families might find this safer than letting children play on the beach and in the sea which may

not be clean or safe. Although this may be costly, families now expect this from hotels from their travels abroad.

The hotel could look at attracting business people who are usually willing to pay more money so they could put internet access into all rooms and maybe make the lounge into a meeting room.

Question 4a)

A significant minority of candidates gave examples of destinations, transport and accommodation providers and were awarded no marks. Few candidates gained maximum marks which were only given if there was clear evidence from the detail given in the description that the candidate had researched an example. Most candidates referred to the use of the internet.

Question 4b)

This question was not well answered with few candidates giving responses that indicated their identified destination had been researched. Most responses were general, descriptive and theoretical and not applied to the identified destination. Impacts were often not explained. A number of candidates showed a lack of understanding of the topic and instead gave positives and negatives to a tourist of visiting.

Question 5a)

This question was not well answered. A significant minority of candidates did not attempt to answer this question or failed to address all three parts. Most candidates gave examples of accommodation providers for B and C.

Question 5b)

This question was generally well answered with most candidates able to give a basic description of the role of Visit Britain. Few candidates could describe in detail.

Question 5c)

This question was not well answered. A significant minority of candidates did not attempt to answer the question. Of those that did, a significant number showed no knowledge of the role of ABTA. Where marks were awarded, they tended to be for candidates describing the role or giving a basic explanation of how ABTA supports the chain of distribution by relating to the ABTA bonding system.

Question 5d)

Most candidates gave a general introduction in their answers outlining the theory of horizontal integration. Most also were able to suggest that either Village Travel were likely to be the subject of a takeover by a major tour operator or that they could merge with other independent tour operators. Few candidates were able to give more detailed responses relating to all information provided. A better answer was

Horizontal integration is where two organisations merge on the same line on the chain of distribution like two travel agents. Village travel are not horizontally integrated. They are an independent agent in a village so there are probably not any other travel agents there. One of the big travel agents like Thomas Cook could see the village as somewhere they would want a travel agency so they could either open up a travel agents there and give Village Travel competition or buy out Village Travel. If they set up their own, because they are horizontally integrated, people in the village will have heard of them and might even be pleased that they have opened there and they might want to try them out and this could be real competition for Village Travel because they have the money to do lots of advertising and reduce prices to take their

customers away. Some customers might be loyal but I doubt it if they can get a good deal. Thomas Cook would rather buy them out. That way the local people don't have to feel guilty about letting them down. Thomas Cook might even let them keep their own name.

Question 6a)

This question was not well answered. Most candidates were unable to specify both a motivating and enabling factor. Some were confused and gave a motivating factor for an enabling factor and vice versa. Generally answers were vague and lacked detail. Better answers were

Media such as Travel Channels on Sky which show lots of destinations and what is available.

When soldiers came back from the war with stories of the places they had visited

The new Airbus with more than 800 seats on board.

The European Union has reduced passport restrictions among member states and created a common currency for some.

Question 6b)

This question was poorly answered with few candidates gaining more than 2 marks. Candidates were not able to explain how motivating factors and enabling factors have contributed to the current characteristics of the industry. Some were able to make a basic reference in their answers as shown below but unable to sustain this throughout their response.

People are motivated to travel when they see all about destination though the media which is how the industry makes use of new technologies.

People now want to visit developing countries because they see them on the TV but this has negative impacts as these countries cant cope with all the visitors and the planes flying in causes lots of pollution.

Question 7a)

About half candidates got this right and half got it wrong. Most candidates had calculations on the page, suggesting they were not using a calculator. They are advised that calculators can be taken into the exam for this unit.

Question 7b)

The level of response to this question was similar to the January series where there was a similar type of question. Some candidates failed to fully read the question and either analysed all statistics or South West and London. Most candidates described the statistics for the identified regions with some referring to how one was more or less than the other. Few candidates calculated relationships between the statistics such as spend per trip or nights per trip. Few candidates commented on the statistics giving reasoned conclusions.

6988

**The Travel and Tourism
Customer**

GCE Travel and Tourism Unit 2: The Travel and Tourism Customer Summer 2006

This was the second series for the moderation of this internally assessed unit. This report comments on the marking from the June 2006 series. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit and shown on page 21 of the specification. Three of the tasks should be completed following investigation of various travel and tourism organisations. The fourth task (b) can be completed independently through dealing with customers through work experience or role plays.

The Tasks are:

- a) A description of the needs of customers in one entire sector of the Industry and an explanation of how the organisations, in that sector meets those needs.
- b) Customers have been dealt with in four real or simulated travel and tourism situations. A complaint is dealt with.
- c) A method is proposed for evaluating customer service and documentation is produced.
- d) An evaluation of customer service in a travel and tourism organisation covering quality criteria, with conclusions and recommendations.

Included in many portfolios were the tasks set by the centre, indicating that candidates had been given correct information about the evidence requirements.

The Travel and Tourism Organisations

Most candidates selected travel and tourism organisations to investigate. The most popular type of organisations was visitor attractions, accommodation and airlines. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable. However centres should note that Catering or Leisure are not acceptable sectors; assessors should ensure that candidates select only those sectors shown on page 11 of the specifications.

Where centres are able to use their own facilities for task b), these must be Travel and Tourism based; catering is not acceptable, however centres are permitted to use a hotel scenario for one of their role plays.

Centres should note credit will not be given to portfolios presented where Travel and Tourism organisations have not been investigated. Teachers are advised to confirm with candidates, their choice of organisation and sector to ensure they have selected one that is appropriate. Teachers may also want to liaise with the selected organisation to ensure they are able to provide access to relevant information, some of which may not be available for general public scrutiny.

Candidates may complete task c) and d) for this unit on different organisations however this may limit them being able to progress up the grade boundary. Centres should note that tasks c) and d) should be completed and presented as discrete tasks.

Task a)

This task addresses AO1 - *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts.*

This task was divided into two elements. The first element consists of candidates showing knowledge and understanding by describing the needs of customers within an entire sector of the industry. The second element requires candidates to demonstrate an understanding by explaining how organisations within this sector meet those customer needs.

Candidates did not demonstrate an understanding of **customer needs**; on the whole many samples were descriptive, stating what was provided rather than how their needs were met and why. The majority of candidates gave a theoretical overview of customer service and types of customers, which does not meet the requirements of the task.

EXAMPLE for the first part of Task A: *Types of customers and Needs of customers from the Airline sector.*

One of the customers for this sector would be a Business Person.

One of their needs is **Speed**.

Business people are always running to a tight schedule due to the nature of their job. They may be coming straight from one meeting heading to another in a different city, and therefore they may have limited time to check in with the airline. They cannot afford to miss their planned flight as this may result in money lost or failing to meet company deadlines. They may also not have baggage to check in as this may only be an overnight stay or a day visit, and therefore do not have the time, or want to stand in a check in queue for twenty minutes, as they may have work to complete or phone calls to make prior to the next meeting. Therefore they want to be able to check themselves in quickly and find somewhere quiet to make phone calls and use their laptop or read over documents prior to their meeting.

Centres are advised that the above example is only **ONE** out of a wide range of a business persons needs.

For the **SECOND** part of the task, candidates focused largely on ONE organisation from within their chosen sector. Often this entailed them giving a list of products and services which were not explained in relation to customer needs, that the organisation provided.

In most cases an attempt at an explanation was given on how the organisations in that sector attempted to meet the needs of the customers but candidates did not describe the different types of customers in their chosen sector and their different needs.

Within this task several candidates tended to focus mainly on external customers and did not always consider or address the needs of the **internal** customer and how these were met by the sector.

If candidates choose the sector Visitor Attractions, candidates should focus on attractions throughout (ie built and natural) and not just one type of attraction. The examples should then be drawn from a range of different types of attractions, to show how the sector meets those needs, particularly at higher marks.

The same applies to the Accommodation sector; a range of types should be covered in order to address the sector.

It may be beneficial if candidates were given a template to help them with their **planning for their assessment task**, to ensure they have considered all the different types of customers within their sector and their needs. This template could then be used as a guide to help candidates describe the needs and the customers.

Example of a Template below and overleaf:

NEEDS OF CUSTOMERS

| Activity |
|--|
| (i) Individually, select a SECTOR of your choice eg Airline , accommodation, or any others . |
| (ii) Choose a type of customer (Include Internal and External) that may use this facility. |
| ii) Identify the needs of your chosen type of customer for the type of Sector selected. For example a business person's need may be SPEED. Write the identified needs on the table below. |
| (iv) Investigate specific examples of organisations from your selected SECTOR e.g. for Airline this may be British Airways, Easy Jet, private jets. Find out how they use or create products and services to meet these needs. |
| (v) Complete the table below describing how that organisation meets the need. |
| (vi) Use your findings to describe how the chosen sector meets the different types of needs of their different customer types. |

CHOOSE ONE SECTOR OF THE INDUSTRY

Type of Sector: _____

Type of Customer

- Individual Culture Group Age
 Business Specific Needs Non English Speaking

Customer needs

| Customer Need | Name of Organisation | How they meet the Need |
|---------------|----------------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

The Key requirement is for candidates to show knowledge and understanding through accurately identifying and describing the needs of customers in one sector of the Travel and Tourism industry and being able to explain how organisations belonging to that sector meet those needs. Assessors and candidates should ensure that both parts of these tasks are completed.

Task b)

This task addresses AO2 - *apply the knowledge, skills and understanding specified in the subject content.*

Candidates are required to deal with **FOUR** different types of customers and situations. One of these must be a complaint, which may be in the form of a letter. Most of the centres seen used simulations to address this task which is perfectly fine however centres should note they must be from the travel and tourism industry and Catering and Leisure are not acceptable. However one role play may be carried out in a Hospitality situation. Centres were also found to be using parents / open evenings; these are not acceptable for this task.

All candidates showed evidence of their dealings with customers in mainly simulated situations. Most of these were in travel and tourism contexts although a significant minority produced evidence from other contexts. If candidates intend to demonstrate customer service through work experience, the centre should ensure this experience is within a travel and tourism organisation as appropriate to the components in unit 1. Assessors should also note that it is the centre assessor who must assess the candidate dealing with the different types of customers and situations and not the staff within the work experience organisation. A work experience report is not sufficient evidence for this task on its own. A witness testimony may be used to describe candidate performance but must be supported by a summative statement from the assessor on the quality of that performance.

For this task, candidates should deal with a range of situations and a range of customers. For a significant number of candidates, evidence did not show the nature of the situation or type of customer. The needs and circumstances of the customer should be given to them in detail and in order for them to access the higher mark bands, it is advisable for the assessor to include complex situations. An example of a complex situation can be found on page 28 of the specifications in the assessment guidance of mark band 3.

Most of the situations ranged from straightforward to complex, however using a telephone is not a face to face process in communicating with customers and therefore not acceptable for this task. Centres should also note that, a power point presentation, given at a welcome meeting, without dealing with customer situations at the end is not acceptable evidence for this task at this level. There must be interaction with the customer.

The appropriate documentation completed by the candidates during their role plays, was poor. For example if the candidate is given a situation of booking a holiday - there should be an enquiry sheet filled in followed by a booking form and maybe a receipt. All documentation that would be used in that situation by Industry should be completed by the candidate and included in the work, although this documentation can be designed by the centre.

An Example of an Enquiry Form is below:

ENQUIRY FORM

Company Name:

Sales Agents Name:

Date:

| Customer Name | Contact details | Number in Party | Date of Holiday |
|--------------------|--------------------|------------------|-----------------|
| | | | |
| Destination Choice | Accommodation Type | Special Requests | Price Range |
| | | | |

At times centres graded each situation, and awarded a different mark band point score for each situation, this can lead to confusion and in future an overall assessment of how the candidate has achieved throughout the grade boundaries should be completed, at the end of all the practical work. However it is expected that for each situation dealt with, there is a witness testimony, observation statement or assessment checklist, highlighting how the candidates has performed. Whichever format is used, it should include an outline of the scenario presented to the candidate (if simulated) or the context of the situation (if real). The type of customer should be identified. Candidate's performance should be described. The description should be sufficient for a non-observer to be able to support any assessment decisions made. It should make reference to key requirements of the task. There should be a summary assessment statement for each situation. Each testimony/statement/checklist should be signed and dated by an assessor. Any supporting evidence such as completed membership application forms, booking forms, receipts etc should also be submitted. This further authenticates the candidate performance. Candidates are not required to submit scripts of role play situations or descriptions of how situations would be dealt with. This does not show application and suggests that the candidate has not been involved in dealing directly with customers

Some centres included video and audio tapes of the candidates' performance. Centres should note that in future these do not need to be included in the portfolio work, as detailed Witness statements will suffice.

Candidates do not need to carry out an evaluation of their performance.

The key requirement is for candidates to apply their knowledge and understanding of the key needs of customers and that appropriate communication skills have been demonstrated and that a customer focused approach has been demonstrated.

Centres should note that the witness statements produced by the assessor for this session's moderation were not detailed sufficiently to reflect the requirements of the various mark bands.

Task c)

This task addresses AO3 - *use appropriate research techniques to obtain information to analyse vocationally - related issues and problems*. This task is divided into two parts.

Candidates are to propose a method for evaluating customer service, design appropriate documentation which will aid and capture data and ensure that appropriate quality criteria have been used.

The second part of this task requires candidates to give an explanation of why the chosen methodology is appropriate for their organisation.

In some cases centres tended to put these two tasks together with task d) and this unfortunately lended itself to some misinterpretation and understanding by the candidates of what was expected of them. It may be beneficial in future to encourage candidates to concentrate on completing task c) before looking at Task d).

The majority of candidates chose at least two different methods of research and designed appropriate documentation to use however they tended not to refer to benchmark standards and instead just stated the quality criteria that they were going to use.

In some instances it was found that the assessor had produced one piece of documentation for all of the candidates to use.

Candidates **MUST** produce their own individual documentation and quality criteria for task c). This documentation should not be produced by either the assessor or the chosen organisation.

Centres should note that candidates are only required to choose one method not two, if two or more are chosen candidates need to justify the need for all methods selected. In the majority of cases the candidates chose either a survey, an interview or mystery shopper exercise, or in most case two of these. Some quality criteria were mentioned and described, however there was no reference made to bench mark standards. Centres should note that for the higher mark bands, candidates must not only give quality criteria but also specific aspects of quality criteria and benchmark standards should also be included. The documentation must also be designed to support analysis of data that is easily transferred to a spreadsheet or database.

Bench mark standards for Visitor Attractions can be found on the Visit Britain website. The Association of Leading Visitor Attractions may also have some benchmarking data used for standards.

An explanation is given of why the methodology type is appropriate for the research to be undertaken, but not always on how it is appropriate for the chosen organisation. Candidates tended to list mainly advantages and disadvantages of the different methods, and not give an explanation of why their chosen methodology was suitable for the organisation. Many were found to be commenting on how the methodology type was suitable for the candidate and not the related organisation. Candidates also often reflected on the appropriateness after it was used. This is not appropriate. Candidates should explain why they have selected the identified method, why have they have chosen the identified criteria, why they have set the standards and why they have produced the documentation in the format presented. They are giving a rationale for their research methodology.

Although the majority of centres used the same organisations for tasks c) and d), in some cases different organisations were used. Although this is acceptable it may limit the candidates progressing up the mark bands.

It was also found that many centres, allowed candidates to insert their findings from task d) into evidence for task c), therefore some centres claimed work twice here. These two tasks **MUST** be addressed separately.

Task d)

This task addresses AO4 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.*

Candidates are required to research ONE organisation, and carry out an evaluation of customer service covering a range of quality criteria with a link to bench mark standards. Conclusions should be drawn and recommendations made.

Some centres did not choose travel and tourism organisations. Centres should note that Pizza Hut is not a travel and tourism organisation.

In this series of moderation, candidates tended to give a basic evaluation on their chosen organisation, based on their results. However in the majority of cases candidates did not link their results to benchmark standards.

Conclusions made were straightforward with some recommendations for improvement, but at times these tended to be more product focused and not customer service focused. Therefore in the majority of cases MB1 was 'best fit'.

To fully achieve MB2 assessors should note that there must be some depth to the evaluations, with reasoning in their judgements and conclusions made. These should be substantiated either through data supplied by the organisation or through surveys of customers, staff etc.

It was found that candidates did not understand the concept of substantiation and therefore conclusions were often limited. In the majority of cases the research was only based on the candidates own experience and not on evidence gathered through surveys of staff and customers.

Recommendations should be customer service focused and not product focused and the evaluation should be objective and not subjective as was found in the majority of cases.

In the majority of the sample the results were based on the candidates own opinion and at times results could be limited as candidates tended to ask closed questions where a yes or no answer was all that was needed, therefore limiting their evidence.

In one case, Candidates compared and contrasted two organisations and drew conclusions as to which was the best organisation. This does not address the task.

The key requirement is for candidates to evaluate, and they should ensure that all parts of the task are addressed and that the focus is on evaluation and their evidence should show them making an evaluation or judgement that is reasoned.

Additional Evidence

Candidates do not need to show coverage of the 'what you need to learn' section, but to use this content as guidance when addressing the tasks.

Marking

On this moderation sample, marking was not accurate. There was a tendency to be generous, especially when awarding the higher mark bands. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors comments justifying their choice of mark band and mark awarded would have assisted the moderation process. Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the mark band descriptors. For example, in task a) annotation could highlight clearly which sector has been selected the different types of customers - the range of customers and the needs accurately produced by the candidate. In task b) annotation could show where the candidate has dealt with the different customers where they have met a need and where they have met a complex need. For task d) the assessor could highlight each reasoned conclusion and where the conclusions were substantiated.

It is essential for moderators to see the pen portraits used in tasks b)

Centres are encouraged to annotate throughout the candidates work, and should note that ticks are not annotation.

Administration

The deadline for submission of portfolios for moderation was not met in many cases, and OPTEMS forms were not always correctly completed. This delays the moderation process and could delay candidates gaining certification in August.

Centres are required to sign the Optems forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process. Some optems were completed out of 100 instead of 60.

The correct sample was not always sent as centres did not always include the highest and lowest candidates.

Authenticity sheets were not always included with the work, in order to confirm it was the candidates own work.

Mark record sheets were often not included and at times not completed properly, in terms of the candidate name and number. Centres should also ensure that the candidates name and number are also on other parts of the assignment as well as the record mark sheet.

Assessor feedback sheets lacked detail and did not always relate to the mark band statements.

General Comments

Types of Evidence

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified. Please do not use plastic document holders.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in dealing with four types of customers. If this format is used, candidates portfolios should include witness testimonies, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

Centres should note that candidates down loaded a lot of irrelevant internet material, which was not relevant to any of the tasks.

General Performance

Overall, candidates showed some knowledge of their chosen sector and the different types of customers however needs, were mainly lists and not exemplified. .

In task b) some candidates were unable to handle a complex situation with a specified customer.

They were able to collect research on different methods of methodology, for task c) and select at least one method and design their own documentation for collecting data. Benchmark standards were not included in the work. The majority of candidates chose more than one method of research.

Task d) answers showed a lack of evaluation and reasoned conclusions and recommendations were mainly straight forward and not matched to benchmark standards.

At times candidates addressed the first part of the task and not the second - this occurred in AO3.

6989

Destination Europe

GCE Travel and Tourism Unit 3: Destination Europe Summer 2006

This unit was moderated in January 2006 but only one centre submitted candidate work so comments in the report were limited. For this series, there were a significant number of centres that entered candidates so that this report should more accurately reflect on centre performance to date. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration.

The edexcel website highlights key points relating to this unit and can be found at http://www.edexcel.org.uk/VirtualContent/83989/Unit3_Destination_Europe_guidance.pdf.

Assessment Evidence

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task a) maps are required. There are four tasks for the unit as shown on page 36 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

Task a)

Six maps, one for each type of destination, listed on page 33 of the specification, locating appropriate destinations popular with UK travellers and highlighting the relevant gateways, road and rail routes that these travellers may take. Candidates are also required to explain how the features of each destination type differentiate them and the difficulties in categorising some destinations. Examples are to be given.

The evidence expected for this task would therefore be six maps; one for each type of destination. If taking countryside areas as an example, an outline map would be used and the candidate will accurately locate and clearly label the countryside areas that are popular with UK tourists. This will show candidate knowledge of destinations that are considered to be countryside areas based on their understanding of the features used to categorise the destinations, the destinations that are popular with UK tourists and their accurate location. On this map, the gateways appropriate to their selected destinations will also be shown, together with the relevant road and rail routes to access these destinations. This shows knowledge of how to access these popular countryside areas. A further five maps would be submitted to address the other types of destinations.

The evidence expected for this task would also include an explanation of the features used to differentiate categories. The features are listed on page 34 of the specification in topic 3.2. Candidates would not be expected to refer to all types of features but to show their understanding of how categories are differentiated. For example, candidates are unlikely to refer to climate when explaining features used to categorise tourist towns and cities but are likely to refer to climate for coastal areas. In their explanations, candidates may refer to examples of destinations in the category to support their reasoning.

The evidence submitted was often not as expected. Most candidates used the types of destinations on page 33 of the specification although some changed the

terminology, often limiting the extent of their coverage eg National Parks rather than countryside areas. Some maps were submitted on A4 sheets and some A3. Many candidates submitted downloaded maps with destinations already located. Candidates must locate destinations themselves. Maps of road and rail routes and gateways were also presented but often separately and downloaded from the internet or copied directly from an atlas. They were often not related to the selected destinations or types of destinations. Maps generally had little detail, unless downloaded, except for the destinations. Many candidates gave detailed descriptions of destinations. Whilst examples of destinations are required to access higher marks, these should be used to support their explanations of the features used to differentiate types of destinations. Many candidates did not attempt to explain the difficulties in categorising destinations.

For many candidates, the evidence submitted was very similar to the content of text books. The Joint Council for General Qualifications (JCGQ www.jcqq.org.uk) have clear guidelines on plagiarism. Candidates are required to sign a statement indicating the evidence submitted is authentic. Candidates should be aware that whilst text books may be useful to learn about topics in the specification, they are not designed to meet assessment requirements.

Candidates may find it useful when completing this task to commence with categorising the types of destinations to ensure they have selected appropriate destinations to include on the maps. As indicated in the previous Principal Moderators report, candidates might find it useful to use a template, such as the one below, to establish what information will be presented on maps.

| Destination type: | | | | | |
|--------------------------|--|--|--|--|--------------------------|
| Coastal area | | <input type="checkbox"/> | Countryside areas | | <input type="checkbox"/> |
| Tourist towns and cities | | <input checked="" type="checkbox"/> | Business and conference | | <input type="checkbox"/> |
| Heritage and cultural | | <input type="checkbox"/> | Purpose built | | <input type="checkbox"/> |
| Example | Gateway | Main road routes | Main rail routes | Research sources | |
| Paris | Two airports: Charles de Gaulle (CDG) and Orly (ORY) Main port of arrival is ... | From the port of Calais:..... From the port of Le Havre:..... | Eurostar from Waterloo International, through the Cannel Tunnel to Paris Gare du Nord. | Tour Operator (name), brochure (name) and date e.g. Thomson City Breaks 2005 | |
| Stockholm | Main airport is No-frills airlines such as ..., fly into ..., xxx miles from the city centre. Main port of arrival is | | | | |

This type of evidence is not a requirement of the task but may be helpful to the candidates. It should not be submitted if used.

Task b)

Use a pen portrait that identifies a customer, their needs and circumstances, to recommend *one* European destination. The candidate should describe the features that give their selected destination appeal and explain how it is a suitable destination choice.

Evidence expected would be in two parts: one that describes the features that give the destination appeal and one that explains why the destination is suitable for the tourist as outlined in the pen portrait. It is useful if the pen portrait is included.

Candidates generally described the features of a destination without any clear indication they had selected those features that give it appeal. For example, if Paris were selected, descriptions of climate would often be given when climate is not a feature that gives this destination appeal. Some candidates addressed this logically with sub-headings of features taken from the specification. Most candidates described features in general terms with no reference to the headings in the specification. Much of this evidence was downloaded or copied from websites/guide books etc although not referenced. Note comments above on plagiarism. Selected features were mainly related to the tourist in the pen portrait rather than those that give the destination appeal. Explanations of how the selected destination met the needs of the tourist were often presented within the description of features. Some candidates clearly separated this part of the task.

Task c)

Analyse the factors that have led to the growth in popularity and appeal of *one* European destination and how the destination has controlled factors to maximise their appeal and popularity. There should also be evidence of research undertaken for all tasks.

Evidence expected for this task was a bibliography indicating the sources used in research. Some sources would be referenced in the evidence submitted. It is not expected that candidate use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence that the candidate has obtained sources independently. This could be a statement from the candidate or the assessor indicating how the sources were obtained to confirm the independence.

The factors that have led to the growth in popularity and appeal are listed on page 35 of the specification in topic 3.4. It is expected that these factors are analysed. It is expected that the destination selected can be categorised into one of the types in the specification.

Most candidates submitted a bibliography although information relating to sources such as text books, guides and atlases lacked detail. Some assessors stated on feedback sheets that research was undertaken independently. For this year only, this evidence was accepted but it is expected that for future series the evidence of this is clearer. Many candidates countries rather than destinations and did not focus on the features in the specification. A significant number of candidates made no reference to how the destination has controlled factors to maximise their popularity and appeal. For many candidates, much of the evidence read as if taken directly from other sources. This task requires analysis; much of the copied evidence was descriptive and so was not appropriate but candidates should note comments in task a) above regarding plagiarism.

Task d)

Assess the suitability of different modes of transport to *one* destination for a tourist whose needs and circumstances have been given to the candidate in the form of a pen portrait.

Evidence for this task was expected to address different modes of transport against the criteria outlined on page 35 in topic 3.3 of the specification. It would relate to how a tourist gets from a departure point to a destination. It would also relate to the needs of the tourist as outlined in the pen portrait. It would be helpful if the pen portrait were included with the evidence.

Often pen portraits required candidates to consider a range of departure points and destinations with tourists effectively taking a tour. Candidate evidence often included pages of downloaded routes and itineraries. As this task requires candidates to make assessments this was not appropriate.

Marking

Generally, marking was generous. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. Note should be taken of command verbs and discriminators for each statement. For example, where task d) requires an assessment then if work is descriptive then mark band 1 applies, mark band 2 could only be considered appropriate if candidate is clearly making assessments. 'Best fit' would need to be considered where there are descriptions and some assessment to determine if mark band 1 or 2 is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, there are clearly weaknesses if mark band 2 is considered best fit and low marks from the mark band should be applied. If mark band 1 was considered best fit then higher marks can be awarded to credit the assessments that are made.

Task a)

Marking of this task was generous. Most work submitted was considered best fit mark band 1. The key weaknesses on maps were often the selection of appropriate destinations that are popular with UK tourists, the accuracy of the locations and the appropriate gateways, road and rail routes. The significant weaknesses in evidence for this task were for the explanation of features that differentiate types of destination. This was mainly descriptive with little or no explanation.

Task b)

Marking of this task was generous. Features of destinations were often described but often with little detail or discrimination between those that exist and those that give the destination appeal. As a result there were often irrelevancies. Many candidates did not attempt to explain how the destination met the needs of the tourist in the pen portrait. Where this was attempted, it was not clearly related to needs. For example they would state what the tourist was enjoy without explaining how it met their needs. Assessors would often annotate the features that would meet needs but the candidate had not explained how it met their needs and so no credit could be given.

Task c)

Marking of this task was generous. Mark band 2 requires candidates to use different sources for their research. This should be from different types of sources eg guides, atlases, websites etc. Candidates mainly accessed websites. Many candidates submitted bibliographies of the sources used but these lacked detail with text books simply listed by title. Candidates are also required for this mark band to have researched independently. Evidence of independent research was generally from a simple assessor statement. See comments above regarding type of evidence required. In terms of research, candidates for mark band 2 should also reference their sources. Few candidates referenced sources in any task. For mark band 2 evidence should be analytical. Evidence was mainly descriptive. Whilst it is not required that evidence must clearly meet all requirements of mark band 2 to gain marks from mark band 2, to be considered best fit, there should be more of mark band 2 met than mark band 1. If evidence is descriptive there would need to be some key strengths in research to gain marks from mark band 2.

Task d)

Marking of this task was generous. This task requires assessment. The assessment must consider the criteria/factors in the specification against the needs of the tourists. Where work is descriptive then mark band 1 is best fit. Only where it is clearly an assessment can mark band 2 be considered. Theoretical assessments, not related to tourists needs, should limit the marks awarded.

Administration

Most centres met the deadline for submission of portfolios for moderation. Some centres submitted samples late. Centres should note that this could affect candidates receiving results on the targeted dates as moderators may be unavailable to moderate.

OPTEMS forms were mainly completed correctly although there were some discrepancies between marks on OPTEMS and those on the Mark Record Sheets and/or feedback sheets. This delays the moderation process as moderators can only commence moderation when marks awarded are clear. Centres are required to sign the OPTEMS forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited.

Samples submitted were mainly correct. Centres submitted asterisked samples. Where candidates were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres did not submit Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website at <http://www.edexcel.org.uk/quals/gce/travel/as/8791/>.

Many centres submitted task feedback sheets as provided on the edexcel website. This was useful where feedback was appropriate but in some cases comments made were not appropriate to the requirements of the task.

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors.

In task a) annotation could be used to highlight clearly where candidates had explained, rather than described, the features that are used to differentiate categories of destinations.

In task b) annotation could be used to highlight where the candidate had explained how the destination met the needs of the tourist, especially if included in a description of a feature and not presented as a separate section. Annotation could also highlight where the candidate had differentiated between features that exist and those that give appeal.

In task c) annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. Annotation could also highlight where the candidate had referenced sources.

For task d) the assessor could highlight where the candidate had made assessments and where these assessments were against tourist needs.

General Comments

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Candidate Authentication, there should ideally be a front cover stating name of candidate, centre and candidate number. Evidence for each task would be clearly separated, ideally by a task feedback sheet.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting a suitable destination to a customer. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

6990

Destination Britain

GCE Travel and Tourism Unit 4: Destination Britain Summer 2006

Although this unit was available for moderation in January 2006 there were no entries so this is the first report on this unit.

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented. There are four tasks for the unit as shown on page 36 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration.

Task a)

This task targets AO1: knowledge and understanding. It is in two parts:

- A description of the roles of key travel and tourism organisations that support tourism to a selected area of the British Isles and
- An explanation of the interdependence and interrelationships of these organisations in supporting tourism to the selected area in the British Isles

Most candidates accurately interpreted the requirements of this task and evidence was mainly inline with specification requirements. Selected areas were mainly counties or Government Office regions. Much of the evidence submitted for this part of the task was, however, very similar to the content of text books and organisation websites. Candidates should be aware when they sign authentication sheets that work taken directly from other sources and not referenced is plagiarism and the Joint Council for General Qualification has strict guidelines on how this should be dealt with. Such evidence should not be credited. Generally, where evidence is taken directly from a text book or website, it fails to fully address the requirements of the task and this would limit marks awarded. In addition to much of the evidence being similar to websites and text books, it also tended to be theoretical and not related to their selected area or how the organisation supports tourism to the area. Descriptions of the roles of RDAs, often made no reference to tourism. Descriptions of the role of VisitBritain and DCMS were general and not related to their selected area. For many candidates, the organisations selected were those in the public sector. Some candidates did include voluntary sector and membership organisations such as National Trust but failed to refer to their role in supporting tourism to the local area. Few candidates referred to local membership organisations such as tourism partnerships. Some candidate listed or, in some cases described, private sector organisations within their selected area but failed to describe their role in supporting tourism. Where evidence is general and not localised and does not describe the roles of the identified organisations, mark band 1 is best fit.

The second part of the task was not addressed by all candidates. Where it was addressed, it was often completed as a separate task. Where it was incorporated into the descriptive evidence, it was not always easy to locate by moderators. Annotation would be useful in such cases to highlight where these explanations can be found. For most candidates the evidence was descriptive, giving examples of where organisations work together. Some did this through specific examples. Where candidates selected London, for example, candidates described the organisations involved in preparing for the 2012 Olympics. Candidates that selected Cornwall or

the South West used the development of the Eden Project as an example. This approach is acceptable but it is only where evidence goes beyond a description and explains the interdependence and interrelationships that higher mark bands can be considered.

Generally, as indicated, work was theoretical and descriptive and mark band 1 was best fit. Marking of this task was mainly generous.

Task b)

This task assesses AO2: candidates ability to apply their knowledge, skills and understanding. Candidates must produce an itinerary including examples of different types of British destinations. These destinations should be selected to meet the needs of tourists as provided in a pen portrait. There should be a map locating the destinations selected for the itinerary and for these selected destinations, the features that give appeal should be described. There should finally be an explanation of how their selected destinations meets the needs of tourists as identified in the pen portraits.

Few candidates submitted details of the pen portrait. This would be helpful to the moderation process in order to confirm the complexities of needs presented, particularly where higher marks are awarded. In some cases, candidates were apparently given a number of pen portraits, each requiring the candidate to select one destination. Candidate should only be given one pen portrait to deal with for assessment. This pen portrait should be for an incoming tourist and provide who wants to experience a range of types of British destinations so that an itinerary could be put together to meet their needs.

Itineraries were generally well presented with relevant information provided in terms of timings, locations and costs. Some also added details of passport and visa requirements, currency and cultural considerations. Itineraries were not always well structured with insufficient time to meet all requirements often the case. Destinations selected were not always appropriate, in many cases the candidate identifying the destination was not the most appropriate.

Many candidates failed to submit maps in the portfolios. Where maps were submitted these were often downloaded or taken directly from an atlas or similar source. Candidates should ideally submit one map where they accurately locate on an outline map of Britain, the destinations in the itinerary.

Many candidates failed to describe the features that give their selected destination appeal beyond those planned for a visit in the itinerary. This description was often basic. For higher mark bands candidates should describe the key features that give their selected destinations appeal. This may be more than those included in the itinerary as the destination may have features that don't meet the tourists needs in the pen portrait but are significant in giving the destination appeal. For example, York Minster in York is a feature that gives that destination appeal but if the tourist is particularly interested in Viking history it would not be part of their itinerary. Where descriptions of features were provided, many of these were taken directly from other sources but not referenced. See comments in task a) regarding plagiarism.

Many candidates failed to attempt to explain how the selection of destinations met the needs of tourists. Some attempted to explain how the itinerary met the needs of tourists but this would focus on timings, selection of transport modes,

accommodation and activities rather than destinations. This is required for mark band 2. Often candidates would describe the appeal of a feature with no reference to how it met tourists needs. It is not sufficient for the assessor to be able to see how a feature or destination is appropriate for the tourist, the candidate must make that clear link themselves. This link or clear explanation was often limited.

Generally, marking of this task was generous. Itineraries were well presented but not always well structured but did show different types of destination. All relevant information was generally provided. Maps were not always included and where they were, the locations were not always accurate. There was often some description of features that gave their selected destinations appeal but there tended to be little discrimination between features that give appeal and those that exist. There was often little detail in these descriptions. The explanation of how the selected destinations met the needs of tourists was often descriptive and not clearly linked to tourists needs. This type of evidence would show some traits of both mark band 1 and mark band 2 statements so depending on where the key strengths and weaknesses were, either mark band may be appropriate with the marks awarded from the range recognising key strengths and weaknesses.

Task c)

This task is about research and analysis - AO3. Candidates should research and analyse the scale of tourism to the British Isles in terms of visitor numbers, type of visitor, visitor spending and bed nights.

Evidence of research is likely to be through a bibliography and referencing of sources. Evidence of obtaining sources independently could come from a candidate statement or observation record from an assessor. This would have sufficient detail to confirm the sources were obtained independently. For this year only moderators accepted a statement from the assessor that the candidate obtained sources independently but evidence must be more detailed for future series.

For many candidates evidence of research was limited. Bibliographies lacked detail with only websites stated or titles of text books. Actual sources of statistics were often not given. For many, when statistics were taken from a text book the book was listed as the source rather than the original source. Candidates should be aware that as the qualification progresses, the statistics in text books will become outdated and they should be encouraged to seek a wider range of sources for their analysis to ensure their conclusions are based on current data. For some candidate their 'analysis' was taken from comments made in text books. See comments in task a) regarding plagiarism.

For many candidates their analysis was limited to one set of statistics. They failed to compare data from different sources or comment on relationships between sets of data such as spending relating to bed nights or spending related to visitor numbers. This level of analysis would gain higher marks and show more thorough research and thorough analysis as required of higher mark bands.

Task d)

This is the AO4 task requiring candidates to evaluate, draw reasoned conclusions and make justified recommendations. There should be an evaluation of the factors that have affected the popularity and appeal of a selected destination and recommendations of how this destination could develop its future popularity and appeal in order to receive more incoming visitors.

Candidates mainly selected appropriate destinations although some selected countries, counties or Government Office regions. These are not appropriate. Types of destinations are given in the specification and one of these types should be used. For this year only, other types of destinations were accepted.

Many candidates described the features of their selected destination. Most candidates made no reference to popularity and appeal in their evidence and made little or no evaluation of the factors. Some candidates failed to address the final part of the task and gave no recommendations for future development. Some gave details of existing plans for development which were not appropriate.

Marking for this task tended to be generous. High marks from mark band 1 or from higher mark bands are only appropriate where evidence is evaluative. It would be helpful to the moderation process if assessors could highlight key evidence where evaluations are made.

Administration

Most centres met the deadline for submission of portfolios for moderation. Some centres submitted samples late. Centres should note that this could affect candidates receiving results on the targeted dates as moderators may be unavailable to moderate.

OPTEMS forms were mainly completed correctly although there were some discrepancies between marks on OPTEMS and those on the Mark Record Sheets and/or feedback sheets. This delays the moderation process as moderators can only commence moderation when marks awarded are clear. Centres are required to sign the OPTEMS forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited.

Samples submitted were mainly correct. Centres submitted asterisked samples. Where candidates were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres did not submit Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website at <http://www.edexcel.org.uk/quals/gce/travel/as/8791/>.

Many centres submitted task feedback sheets as provided on the edexcel website. This was useful where feedback was appropriate but in some cases comments made were not appropriate to the requirements of the task.

Moderators do find it useful where assessors annotate candidate work. Annotation should ideally focus on the Mark Band descriptors.

In task a) annotation could be used to highlight clearly where candidates had explained, rather than described, the interdependencies and interrelationships of organisations in their selected area that support tourism.

In task b) annotation could be used to highlight where the candidate had explained how the destinations met the needs of the tourist, where features are clearly differentiated between those that give appeal and those that exist.

In task c) annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. Annotation could also highlight where the candidate had referenced sources.

For task d) the assessor could highlight where the candidate had made an evaluation and where recommendations were justified

General Comments

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Candidate Authentication, there should ideally be a front cover stating name of candidate, centre and candidate number. Evidence for each task would be clearly separated, ideally by a task feedback sheet.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting a suitable destination to a customer. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

6991

Travelling Safely

GCE Travel and Tourism Unit 5: Travelling Safely Summer 2006

General Comments

The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 6 questions and 90 marks were available.

The questions only related to the travel and tourism industry. All questions linked to the information under 'what you need to learn' in the qualification specification.

The questions were linked to the assessment objectives. Candidates therefore needed to apply knowledge and understanding of the specified content and of related skills in vocationally related contexts. Candidates needed to use appropriate research techniques to obtain information to analyse vocationally related issues and problems. Finally candidates were required to make reasoned judgements, draw conclusions and recommendations about vocationally related issues and problems.

Most candidates attempted all questions and consequently they picked up marks across the paper. Overall analysis throughout was very poor and the main area of weakness on most papers.

Marks were not awarded or deducted for poor spelling, punctuation and grammar.

Question 1

a). In many cases ABTA and IATA was correctly named. IATA performance was the weakest with some candidates confusing 'Association' with 'Authority' and 'Transport' with 'Travel' i.e. 'International Air Travel Authority'.

The specification states the organisations candidates need to learn. ABTA and IATA are two of the organisations listed.

b) Responses tended to be basic. Most candidates did pick up on safety as a responsibility however many responses were general and not specific to IATA. In some instances candidates confused the role of air traffic control with IATA.

A typical basic response:

'They look after the safety for what happens in the air.'

The specification states that candidates are required to summarise the main responsibilities and regulations organisations have put in place. IATA is listed as one of the organisations.

c) Candidates were required to explain the difference between IATA and ABTA. Most candidates just simply described what each organisation does. Explanations were weak and if candidates wish to achieve higher marks then clear differences need to be explained rather than described.

A typical basic response which does not clearly explain the differences:

'ABTA look after British travel agents and tour operators. They make sure customers are protected if a tour operator goes bust as they will bring them home. IATA is international and they deal with safety in the sky to make sure that customers are safe.'

A response showing an explanation of the differences:

'IATA is for all the world meaning it covers air safety internationally but ABTA is only in the UK so it only covers travel agents in the UK not all places around the world. IATA and ABTA look after the safety of customers but ABTA is helping people by getting them back safely from abroad if they are stranded because a tour operator goes bust whereas IATA is safety in the air and is all the time.'

The specification states that candidates are required to differentiate between organisations. IATA is listed as one of the organisations listed.

Question 2

a).Answers tended to be level 1 with basic explanations. Few candidates considered the content and layout of the passport.

A typical level 1 response:

'So that when they arrive abroad it is easy to recognise and so they can enter. It stops fraud.'

This linked to the specification restrictions on tourist movements.

b) Most candidates were achieving some marks. Few achieved maximum marks. In a couple of centres candidates incorrectly responded with answers relating to 'the name sounds foreign' and a visa been required. When candidates linked their response to restrictions of travel many picked up on the need for passports to match the name on the ticket.

Below is an example of a level 2 response.

'The name on the ticket must be right because if it is not then when the person checks in if the name does not match the passport the airline will not issue a boarding card and not let them travel. This is because it could a person who is on the ticket and could be using a stolen ticket or it could be an illegal immigrant trying to enter a country. So having security checks limits anyone just boarding a plane. It helps to make sure it is safe travel especially after 9/11.'

This linked to the specification restrictions on tourist movements.

c) For this part of the question candidates were required to use the information provided on passports, visas and health requirements for travel to Tonga.

i).Most candidates achieved maximum marks available. There were however, a couple of centres that did not achieve marks on this question. This would indicate that candidates had limited experience of using information linking to this topic.

ii).In most cases candidates achieved maximum marks available.

The specification states that candidates have to learn how to use information provided to advise travellers of passport, visa and other measures that are adopted to restrict travel.

Question 3

a). Responses varied. Few candidates demonstrated an understanding of the Supply of Goods and Services Act. There were a number of candidates which gave responses linking to the Trades Description Act or gave very general statements which did not show a clear understanding of this law.

A typical response

'It means that they have to supply things that are not faulty and are good quality and if they do not supply these then the customer has the right to ask for money back.'

The specification states the legislation that candidates need to learn. The Supply of Goods and Services Act is included. Candidates are required to examine laws so that they can give accurate summaries.

b) Candidates were required to explain why a tour operator cannot routinely sell on customer information. Most candidates picked up that on the Data Protection Act. Many of the responses gave explanations and overall candidates did do well with this question.

A good response

'They cannot sell on information because it is against the Data Protection Act which states that no one can give any information without the customer giving permission for information to be passed on to third parties. So a tour operator can only use the information for what the customer has signed and agreed to on the booking form. This will not include companies wanting to pay for confidential information. If a tour operator did sell this information on for money the customer has the right under this legislation to sue the tour operator.'

The specification states that candidates need learn how travel and tourism organisations organise their practices to comply with legislation.

c) Candidates were required to explain why the Olympic holiday was classed as a package holiday. In the majority of cases responses were theoretical rather than applied.

A typical theoretical response achieving 2 marks

'It includes flights accommodation and transfers in the cost. The price is just one set cost so this is all the customer has to pay. It has more than two elements in the cost.'

The specification states the legislation that candidates need to learn. The EU Package Directive is included. Candidates are required to examine legislation so that they can give accurate summaries.

d) Candidates were required to analyse how the EU Package Directive affects the operation of a UK tour operator. Overall analysis was very poor. Responses tended to be descriptive. Few candidates demonstrated a clear understanding of how this legislation affects the operation of a tour operator. Most responses were level 1 and focused on basic points such as 'check the brochures are accurate' rather than giving analysing the affect on the operation.

The specification states the legislation that candidates need to learn. The EU Package Directive is included. Candidates are required to analyse how travel and tourism organisations organise their practices and procedures to comply with legislation.

Question 4

a). Overall this question was answered well. Many candidates gave responses relating to 'contaminated water and drink' for (i). Although most candidates gained maximum marks for part (ii) many were listing symptoms for which many were not applicable. Future exam papers will restrict marks if responses do not show an understanding of the disease tested.

b). Most candidates gained at least 1 mark. Some candidates did pick up on the stem of the question and related answers accordingly.

Example with maximum marks

'Sebastian should make sure he drinks bottled water and should not eat any raw fish like shrimps.'

This question links to the specification restrictions on travel. Candidates are required to describe the causes and symptoms and how the spread of risk can be minimised. Cholera is listed in the specification, as one of the diseases candidates must learn about.

Question 5

(a) This part of the question related to the organisations or agencies that can help in an emergency situation. Candidates had to describe two ways, other than medical problems, a UK Embassy or consulate can support a tourist overseas. Candidates should be aware of the organisations in the specification. Overall this was quite well answered. A few candidates gave examples of medical therefore not reading the question correctly. Many candidates however did pick up on stolen or lost passports and legal support.

Typical responses achieving maximum marks

'If you have your passport stolen they can organise a temporary passport so that you can get back home.'

'They will also contact a lawyer to help you get out of jail if you have been arrested.'

(b) Candidates were required to describe one other support organisation that supports tourists experiencing medical problems overseas. Responses were mixed. Many gave insurance companies as the organisation.

Typical responses achieving maximum marks

'Insurance companies.'

'If you are ill and taken to hospital they pay your bill and will also send you home on a later plane if you are in hospital after your original flight.'

The specification states candidates have to learn about key organisations that can provide support to deal with emergency situation. It states candidates are to be able to explain the type of support they can provide.

(c) In most cases candidates gave at least two appropriate recommendations.

Examples given

'Tell customers not to leave their bag unattended'

'Advise of the places to avoid that might have drug pushers hanging around. This could be by showing a map of where not to go'

The specification states candidates are to learn about small-scale emergency situations and how organisations can provide support.

Question 6

(a) Answered very well. Nearly all candidates achieved maximum marks.

Candidates are required to learn about more serious, large-scale emergency situations known as *force majeure*.

(b) Most candidates gained some marks here however the majority were level 1 or mid point of level 2 responses that were limited in detail and reasoning.

Typical level 1 response

'The tour operator should make sure that everyone is ok. They should try and transfer them to a new resort or get them home if they want to go back early. They should inform the police as well as the UK office. They should reduce the price of any holidays to Turkey.'

Typical level 2 response

'The rep should do a head count and check to see that all guests are ok so that they know if anyone is missing. They will need to transfer guests to somewhere safe and arrange transfers and flights back to the UK as soon as possible. For people already booked they will need to ring them or put some message on the website so that they know what is happening. They should also have cheaper offers with discounts to try and keep bookings as no one will be booking holidays to Turkey because they will not want to risk more terrorist attacks.'

The specification states candidates are to learn how to make recommendations for how organisations in the travel and tourism industry could deal with emergency situations.

(c) Like b most candidates gained some marks. Again the majority were level 1 or mid point of level 2 responses that were limited in detail and reasoning. Some candidates for this question did not accurately read the question as they gave responses what ferry operators should do if there was a terrorist attack rather than considering the prevention of terrorist attacks.

Typical level 1 response - these type of responses often tended to include lots of suggestions, which the ferry operators already do.

'Have passport checks for people boarding the ferry. They could have sniffer dogs to check more bags. They could also think about where they go so it is safe for the ferry.'

Typical level 2 response

'The ferry could increase its security to try and check more people to see what they are bringing on to the ferry. They could have security like at the airport where people have to walk through security doors that beep if you have anything you are

not allowed to take. This will mean that they will find more illegal knives and guns so stopping people bringing them. They could also not let everyone walk everywhere they could only let them on the top deck so it is easier to watch people. This could be done with security cameras.'

The specification states candidates are to learn how to make recommendations for how organisations in the travel and tourism industry could deal with emergency situations.

(i) Overall this aspect of the question was answered well. Most candidates gave a detailed description of an emergency situation. Common responses linked either to the Tsunami, Hurricane Katrina and September 11th terrorist attacks. Whilst all of these were accepted this series marks at the higher end may only be awarded for questions like these when research is current in the future.

A good response which was current.

'The Sharm el Sheikh had was hit by a terrorist bomb and killed about 30 people. Hundreds were injured from it. This happened in over Easter this year when there were lots of people on holiday and the bomb hit a big hotel.'

The specification states candidates are to learn how to describe large-scale emergency situations.

(ii) This questions was challenging and was weighted AO3 which requires candidates to draw on research and show analysis. Candidates were required analyse how the emergency situation described in (ci) was dealt with by the travel and tourism industry. Analysis was generally very poor. Many candidates gave explanations rather than analysis and many of the responses were very basic. Many responses were general and some just stated what happened i.e. repeated what was given in (ci). Nearly all candidates attempted the question and in many cases just one or two marks were awarded. No level 3 responses were given. The candidate response may have been restricted due to the situation selected for (ci). Having non-tourist destinations will limit potential as not all the travel and tourism organisations will be involved. A more cohesive approach of how the travel and tourism industry dealt with the emergency situation is what candidates should be aiming to work towards e.g. tour operators, travel agents, airlines, accommodation suppliers, support agencies etc.

Typical low-level response. This was very descriptive of the situation and had little reference to how the travel and tourism industry dealt with the situation.

'Before the hurricane loads of people had to leave so the airlines had to get people away quick. When the hurricane hit New Orleans there was loads of people stranded. The hotels were flooded and lots of people could not get to safety. Emergency services all helped but it was slow to happen and lots of people had to live in the stadium for a few days. Tour operators got people home and had to cancel anyone who was going to New Orleans for a holiday.'

The specification states candidates are to learn how large-scale emergency situations were dealt with by organisations in the travel and tourism industry.

In preparing candidates for the exam centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question i.e. describe, explain, analyse etc.

6992

Resort Operations

GCE Travel and Tourism Unit 6: Resort Operations Summer 2006

This is the first awarding of this unit as there were no entries in January of this year. For this series, there were smaller entries compared to the other units and many centres had low numbers of candidates.

This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration.

Assessment Evidence

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task b) candidates are required to organise and present a welcome meeting, sell an additional service including completion of appropriate documentation and effectively handle a problem situation for a customer whose needs and circumstances are given. There are four tasks for the unit as shown on page 73 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

Task a)

A description of how tour operators organise resort operations to prepare and deal with customers in resort and an explanation of situations that require the resort office to liaise with their UK office.

The evidence expected for this task would therefore be a description to show knowledge of how tour operators organise resort operations. Evidence for the description should focus on the operation of the resort office rather than just the types of resort representatives employed.

The other evidence expected for this task would include an explanation of situations that require the resort office to liaise with their UK office. This should be an explanation showing understanding of the topic. This aspect of the task is an explanation rather than a description. Marks in the higher mark bands should not be awarded when only descriptions are given. Examples accepted could be any situation where the resort office liaises with the UK office. For example a death in resort, building work updates, rooming lists, an outbreak of salmonella poisoning, hurricane etc

Most candidates' descriptions often lacked detail and focused more on the roles of the different representatives rather than the organisation of the resort operations. Some candidates gave qualifications required for each type of holiday representative which is not a requirement of the task.

Few candidates gave any explanation of the situations that require the resort office to liaise with their UK office. Most gave descriptive evidence and a significant number of candidates submitted work similar to the content of textbooks. The Joint Council for General Qualifications (JCGQ www.jcqq.org.uk) have clear guidelines on plagiarism. Candidates are required to sign a statement indicating the evidence submitted is authentic. Candidates should be aware that whilst textbooks may be useful to learn about topics in the specification, they are not designed to meet assessment requirements.

Task b)

Organising and presenting a welcome meeting, selling an additional service including completion of appropriate documentation and effective handling of a problem situation for a customer whose needs and circumstances are given.

Evidence expected would be in three parts: one that demonstrates organising and presenting a welcome meeting. The type of evidence to support the task could include an individual observation record linking to the assessment criteria, copies of welcome meeting invites, room plans, a map used to show customers where excursions are located, welcome meeting notes etc. Please note that notice boards are not required. The second evidence could include an individual observation record linking to the assessment criteria, copy of the excursion booking form, excursion leaflet, car hire booking form etc. The last evidence could be a copy of the problem to highlight the complexity of the problem situation, an individual observation record linking to the assessment criteria, complaint form or similar documentation.

For all the three parts scripts should not be encouraged as candidates marks will be restricted to the low end of mark band one. Submitting just an individual observation record will also restrict marks.

The welcome meeting should show evidence of organising and presenting. Many candidates work sampled did not include any evidence to support the organisation of the welcome meeting. Some candidates included scripts, which would restrict marks available, as it would suggest that the candidate would not be effectively interacting or engaging with the audience. It would also not allow the candidate to anticipate the range of responses the customers in the audience would give. Many candidates used power point presentations, which are not a realistic delivery in a resort.

There must be a pen portrait that identifies a customer, their needs and circumstances, so that learners can recommend *one* selling situation. The candidate should sell a situation to the customer based on the requirements highlighted in the pen portrait. It is useful if the pen portrait is included so that the moderator can see how the candidate met the needs of the pen portrait. Observation records should give sufficient detail to explain how the candidate met/did not meet the needs in the pen portrait. In this series centres were very poor at sending pen portraits and explaining how well needs were met.

Candidates' involvement in dealing with a situation tended to be basic. Many of the candidates dealings with the problem situation were not realistic i.e. candidates were keen to give money away and the rep always had spare rooms available when rooms were not to a satisfactory level. Few centres provided evidence of how effectively the problem was resolved.

Task c)

Research undertaken to complete all tasks.

There should also be evidence of research undertaken for all tasks although opportunities to reference will mainly be for task a) and d).

Evidence expected for this task was a bibliography indicating the sources used in research. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidate use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence that the candidate has obtained sources

independently. This could be a statement from the candidate or the assessor indicating how the sources were obtained to confirm the independence.

Most candidates submitted a bibliography although information relating to sources such as textbooks, guides and websites lacked detail. Some assessors stated on feedback sheets that research was undertaken independently. For this year only, this evidence was accepted but it is expected that for future series the evidence of this is clearer. Many candidates for task a) only used one textbook. Few candidates used examples and overall much of the research was not appropriate i.e. many candidates were given credit for task d) for research relating to recruitment and selection which is not a requirement of the task. For many candidates, much of the evidence read as if it was taken directly from other sources.

Task d)

An evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service.

Evidence for this task was expected to address the significance and be an evaluation. Much of the evidence submitted for moderation was descriptive of the three topic areas and therefore limited to marks only within mark band one. Overall conclusions were very basic and very few candidates substantiated their conclusions.

There were a significant number of centres that included recruitment and selection of overseas staff as evidence which is beyond the requirements of the task. Very few candidates showed evidence of thorough research. There were very limited examples of practice included in the evidence sampled.

Like task a) there was a significant number of candidates submitted work similar to the content of the textbook.

Marking

Generally, marking was generous. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. Note should be taken of command verbs and discriminators for each statement. For example, where task d) requires an evaluation then if work is descriptive then mark band 1 applies, mark band 2 could only be considered appropriate if candidate show some evaluation with some reasoned conclusions. 'Best fit' would need to be considered where there are descriptions and some evaluation to determine if mark band 1 or 2 is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, there are clearly weaknesses if mark band 2 is considered best fit and low marks from the mark band should be applied. If mark band 1 was considered best fit then higher marks can be awarded to credit the conclusions that are made.

Task a)

Marking of this task was generous. Most work submitted was considered best fit mark band 1. The key weaknesses were the explanation of situations that require the resort office to liaise with their UK office. This was mainly descriptive with little or no explanation. Many candidates copied significant amounts from textbooks.

Task b)

Marking of this task was generous. Welcome meeting evidence did often show structure however much of the evidence sampled showed limited evidence of interaction and handling of the group. Few samples showed organisation of the welcome meeting. The selling situation showed limited evidence of meeting of customer needs from the pen portrait. Few centres submitted pen portraits. Details of how candidates identified the customer needs were also often missing i.e. what candidates did to gauge information. For the selling situation documentation should be submitted. In some centres this evidence was not sent. Most problems dealt with were straightforward.

Task c)

Marking of this task was generous. Mark band 2 requires candidates to use different sources for their research. This should be from different types of sources eg guides, textbooks, websites etc. Candidates mainly accessed websites. Many candidates submitted bibliographies of the sources used but these lacked detail with textbooks simply listed by title. Candidates are also required for this mark band to have researched independently. Evidence of independent research was generally from a simple assessor statement. See comments above regarding type of evidence required. In terms of research, candidates for mark band 2 should also reference their sources. Few candidates referenced sources in any task. For mark band 2 evidence should include the appropriate selection of resources and show some synthesis.

Task d)

Marking of this task was very generous. This task requires an evaluation. Few candidates presented an evaluation instead many described induction, training and product knowledge. Most evidence did not focus on the significance. The majority of candidates only gave basic conclusions.

Administration

Most centres met the deadline for submission of portfolios for moderation. A very few centres submitted samples late. Centres should note that this could affect candidates receiving results on the targeted dates as moderators may be unavailable to moderate.

OPTEMS forms were mainly completed correctly although there were some discrepancies between marks on OPTEMS and those on the Mark Record Sheets and/or feedback sheets. This delays the moderation process as moderators can only commence moderation when marks awarded are clear. Centres are required to sign the OPTEMS forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from Internet sites or large sections from textbooks, these are not credited.

Samples submitted were mainly correct. Centres submitted asterisked samples. Where candidates were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres did not submit Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website at <http://www.edexcel.org.uk/quals/gce/travel/as/8791/>.

Many centres submitted task feedback sheets as provided on the Edexcel website. This was useful where feedback was appropriate but in some cases comments made was not appropriate to the requirements of the task.

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors.

In task a) annotation could be used to highlight clearly where candidates show detail of the resort operation description and show where candidates had explained, rather than described.

In task b) individual observation forms should be completed for each situation and should refer to the assessment criteria.

In task c) annotation could highlight where the candidate had referenced sources and specifically where candidates had researched independently.

For task d) the assessor could highlight where the candidate had evaluated and drawn conclusions. When higher mark bands were awarded assessors could have highlighted examples and where conclusions were substantiated.

General Comments

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Candidate Authentication, there should ideally be a front cover stating name of candidate, centre and candidate number. Evidence for each task would be clearly separated, ideally by a task feedback sheet.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audiotapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

**8791 Applied GCE Travel and Tourism Statistics
Summer 2006**

6987: The Travel and Tourism Industry

| Grade | A | B | C | D | E | N | U |
|-----------------------|----|----|----|----|----|----|---|
| Raw boundary mark | 58 | 49 | 40 | 31 | 23 | 15 | 0 |
| Uniform boundary mark | 80 | 70 | 60 | 50 | 40 | 30 | 0 |

6988: The Travel and Tourism Customer

| Grade | A | B | C | D | E | N | U |
|-----------------------|----|----|----|----|----|----|---|
| Raw boundary mark | 45 | 39 | 33 | 28 | 23 | 18 | 0 |
| Uniform boundary mark | 80 | 70 | 60 | 50 | 40 | 30 | 0 |

6989: Destination Europe

| Grade | A | B | C | D | E | N | U |
|-----------------------|----|----|----|----|----|----|---|
| Raw boundary mark | 46 | 40 | 34 | 28 | 22 | 16 | 0 |
| Uniform boundary mark | 80 | 70 | 60 | 50 | 40 | 30 | 0 |

6990: Destination Britain

| Grade | A | B | C | D | E | N | U |
|-----------------------|----|----|----|----|----|----|---|
| Raw boundary mark | 43 | 37 | 31 | 26 | 21 | 16 | 0 |
| Uniform boundary mark | 80 | 70 | 60 | 50 | 40 | 30 | 0 |

6991: Travelling Safely

| Grade | A | B | C | D | E | N | U |
|-----------------------|----|----|----|----|----|----|---|
| Raw boundary mark | 66 | 57 | 48 | 39 | 31 | 23 | 0 |
| Uniform boundary mark | 80 | 70 | 60 | 50 | 40 | 30 | 0 |

6992: Resort Operations

| Grade | A | B | C | D | E | N | U |
|-----------------------|----|----|----|----|----|----|---|
| Raw boundary mark | 42 | 37 | 32 | 28 | 24 | 20 | 0 |
| Uniform boundary mark | 80 | 70 | 60 | 50 | 40 | 30 | 0 |

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