Examiners' Report January 2007

GCE

GCE Travel and Tourism (8791/8792/9791/9792)

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Contents

Unit 1: The Travel and Tourism Industry

General Comments

This was the second January series paper and the third overall for this unit. As with previous papers, 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, understanding and skills	20-30%	Explain, suggest
AO3	Research and analysis	20-30%	Examples you have researched, analyse, explain
AO4	Evaluation, reasoned conclusions, justified recommendations	15-25%	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. It was clear that many candidates did not take advantage of this as they were showing their manual calculations on scripts. This may have limited the time available to address all other questions in the paper.

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.

Q1a

This was generally well answered. Most candidates were able to give a clear description of package holidays with many gaining maximum marks. Some candidates incorrectly referred to travel agents organising package holidays and also focused on food being a key component of a package. Answers to the independent part of the question were also generally well answered. A similar question in a previous paper showed that this type of tourism was not well known so it was good to see such a clear improvement in responses. This was the first paper where candidate had to explain excursions. This was not well answered with some candidates not attempting the question and many gaining no marks. Generally though, where marks were awarded, maximum marks were given.

Q1b

This was generally not well answered. Many responses were incorrect and applied to charter airlines rather than scheduled services. Maximum marks for each product and service were only awarded where the product was clearly a scheduled airline only. Where products and services could be either scheduled or charter, only one mark was awarded, regardless of detail. Many candidates failed to give any detail in their descriptions, if the product and service was scheduled, the marks would have been limited. Candidates should be advised that at this level of qualification, questions requiring descriptions should have detail.

A minority of candidates attempted to describe one product and one service at each part of the answer. At this level, candidates are not required to know the difference between a product and a service. Either a product or a service could be included in responses.

Q1c

This question was not well answered. The question required an explanation but few candidates included any reasoning in their responses. Responses were mainly descriptive – stating what should be done by Travelheaven to achieve the objectives. Responses, although descriptive, were mainly vague with few candidates being specific about actions to be taken unless referring to promotional activities. As the question required candidates to propose changes to products and services, marks awarded for responses linked to promotion were limited. In addition to responses related to promotion, many candidates suggested vertical or horizontal integration – again not related to changing products and services. Candidates are advised to spend some time fully reading the question and ensuring their responses are appropriate.

Q1d

Most candidates gave a general theoretical description of impacts of tourism with little or no analysis. The mark scheme restricted these answers to level 1. Only where some analysis was shown were higher marks awarded. Candidates were asked to use examples they had researched to support their answer. Many candidates described examples they had researched as their answer, rather than in support of their answer. Many candidates lost potential marks by not making any reference to examples researched.

Q2a

This question was well answered. Most candidates gave an example of a leading visitor attraction. Alton Towers, Thorpe Park and London Eye were the most common answers.

Q2b

This question was fairly well answered in that candidates were able to give a basic description of products and services of an attraction. Few candidates gave any detail in their descriptions and some aspects were not appropriate as they were related to promotion rather than products and services. A number of candidates discussing accommodation were referring to the hotel provided by Alton Towers. These answers were accepted but candidates should be reminded to focus on products and services of an attraction.

Q2c
Most candidates gave the correct answer.

Q2d
Candidates generally engaged well with this question and went beyond a straightforward description of the data presented. Many were able to interpret the results and often gave a basic assessment, as required for the question.

Q2e
This question was not well answered. This question related to one of the characteristics of the travel and tourism industry featured in the specification. It was similar to a question that appeared in a previous paper, although this was in a different context. Many candidates responded with answers relating to hotels, tour operators and other sectors of the travel and tourism industry except the context in the question. Regardless of the context, candidates generally showed no knowledge or understanding of this characteristic. Some candidates did state examples of private sector attractions and even described the attractions, but these were not used in support of their answer.

Q3a
This question was generally well answered. The key weakness in responses was for box A in the question. Some candidates gave private sectors rather than private sector support services in their answers and gained no marks. Responses for this type of question must be full and accurate to gain marks.

Q3b
Most candidates were able to give a correct example of type of organisation B but did not give a correct example of type of organisation A. Some candidates did not attempt to give an answer.

Q3c
This question related to two of the factors given in the specification that have led to the development of tourism. Candidates were required to explain how this affected the products and services provided by travel agents. Some candidates were able to describe changing customer needs and expectations and fashions but these descriptions were vague and superficial. Explanations tended to relate to tour operators products and services and not those of a travel agent. This suggests that candidates do not fully understand the role and products and services offered by travel agents or that they did not fully read the question.

Q3d
This question was not well answered. Few candidates included any analysis in their responses. In many cases, the responses given were incorrect with reference to travel agents needing to work with transport and accommodation providers to be able to put together a package holiday. Candidate responses were generally related to travel agents working with accommodation providers to make sure rooms are available to sell to customers and with transport providers to ensure people can get to where they want to go.

Q4a
Candidate responses mainly used the information presented. Most candidates made some valid points about the difficulties the organisation would face. These related to the type of customer (elderly) not being familiar or having access to the internet, the product being complex and customers preferring to speak to someone rather than booking online, the independent nature of the organisation attempting to compete with well established brand names, the difficulty in specialising in a niche market only. Whilst candidates were able to point out the difficulties, they generally failed to then explain why this would mean the organisation would not be a big online player.

Q5a
Responses on the papers indicated that many candidates were attempting to calculate the answer manually. Responses were often incorrect where calculations were shown. Candidates are advised to take calculators into the exam with them to assist in responding to this type of question.

Q5b
This type of question has appeared in each previous paper and there were slight improvements with many candidates starting to interpret the statistics and giving reasoning in their responses. Most candidates highlighted the difference between the growth in visitor numbers and the growth in spending.

Unit 2: The Travel and Tourism Customer

General comments

This was the third series for the moderation of this internally assessed unit. This report comments on the marking from this January moderation 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 are still 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.

Many centres were 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 tasks 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.

AO1
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 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 were descriptive, giving what was provided by the organisation. Some candidates are still not showing an understanding of "needs", they consistently refer to what would be "good" for a disabled person or what groups might "want" rather than how their needs were met and why. Candidates need to show here that they understand what a need is for example something which is "essential" and not optional, it is not "good" it is necessary. Some candidates are still giving a theoretical overview of customer service and types of customers, which does not meet the assessment criteria.

Task A
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 need to demonstrate an understanding by explaining how organisations within their chosen sector meet those customer needs. Most candidates did look at more than ONE organisation from within their chosen sector. However this often entailed them giving a list of products and services, that the organisation provided which were not explained and often read like a brochure.

In most cases an attempt at an explanation was given as to how the organisations in that sector provided different products and services for different customers but did not focus on how they met different customer 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 (i.e. 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 and the airline 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 the <u>planning for their assignment task</u>**,** 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:

ASSESSING HOW ORGANISATIONS MEET CUSTOMER NEEDS

Activity

(i) Individually, select a type of facility of your choice e.g. transport, accommodation.

(ii) Choose a type of customer that may use this facility.

(iii) Identify the needs of your chosen type of customer for the type of facility selected.
For example a group needs may be a coach park. Write the identified needs on the table below.

(iv) Investigate a specific example of your selected type of facility e.g. for transport this may be British Airways, GNER etc. Find out if they have products and services to meet the needs.

(v) Complete the table below indicating if the needs are met with either a tick or cross. Where needs are met, describe what is provided.

(vi) Use your findings to make an assessment of how the facility meets the needs of your identified customer type.

Type of Facility: ___________________________________

Type of Customer

❑ Individual ❑ Culture ❑ Group ❑ Age
❑ Business ❑ Specific Needs ❑ Non English Speaking

Customer needs

Needs	✓ X	Description
Assessment		

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 Sector 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 witness 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.

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 for 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 may limit candidates achieving the higher mark bands. 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. If a Welcome meeting is undertaken, there must be clear evidence of the different situation and type of customer the candidate has dealt with. Along with a detailed witness statement assessed against the mark band statements, highlighting how and where the candidates have achieved the criteria.

The appropriate documentation completed by the candidates during their role plays, was, at times 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 book. All documentation that would be used in that situation by the 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 what 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 candidate 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. Candidates' 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 candidates performance.

Candidates are still submitting scripts of their role-plays to show how they performed, assessors should note that this is not required for this task as this does not show application and suggests that the candidate may 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 be suffice.

Candidates are still including evaluations of their performance within their portfolios. Assessors should note that this is **not** required as supporting evidence for this task.

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.

When a letter was used as evidence for a candidate dealing with a complaint, the evidence tended to be poor and not up to; industry standards, due to poor spelling and grammar, lack of company logo, address and date. Candidates also tended to offer customers unrealistic compensation; for example "45% off your next holiday".

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 and this unfortunately led 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.
At times candidates included all their graphs and results in Task C instead of 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.
However most of the candidates chose an appropriate method for evaluating customer service, and designed appropriate documentation for the selected method. However 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. 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 are chosen candidates need to justify the need for all methods selected and explain why each method is suitable for the chosen organisation and not the candidate. 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, e.g. ("surveys are quick and easy"), 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.

Although the majority of centres used the same organisations for task 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.

The key requirements here is for candidates to show **analysis** of the use of different research methodologies and their appropriateness for their organisations. Candidates should ensure that both parts of the task are completed and that the focus of their evidence is analysis.

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 assess, 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 assessment or judgement.

Where candidates did carry out surveys and produced graphs and statistics, the candidates tended to ignore this evidence in their review and just commented on their own experience. At times some of the questions used were product focused questions and not customer service focused.

Additional Evidence

Candidates do not need to show coverage of the 'what you need to learn' section, but to use these as guidance in answering the questions posed in the tasks.

Marking

On this moderation sample, marking at times 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. 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. For task D the assessor could highlight each reasoned conclusion and where the conclusions were substantiated. It is also 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. Page numbering of candidates work, cross referenced to the tasks would be beneficial to the moderation process.

Administration

The deadline for submission of portfolios for moderation was met, although OPTEM forms were not always correctly completed.

Centres are required to sign the OPTEM 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.

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

Centres are encouraged not to put candidates work in plastic pockets as this slows down the moderation process.

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 in an assignment folder.

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 checklists or observation statements. 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, and documentation was weak.
For task C they were able to collect research on different methods of methodology, select at least one method, and design their own documentation for collecting data. Benchmark standards were not included in the work and the majority of candidates chose more than one method of research.
Task D answers showed a lack of analysis and conclusions and recommendations were mainly straight forward and were not matched to benchmark standards.
At times candidates addressed the first part of the task and not the second – this occurred in AO3.

Unit 3: Destination Europe

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. Each map should locate the appropriate European travel destinations popular with UK tourists and highlight the relevant gateways, road and rail routes from the UK. Also for each type of destination an explanation of the features that differentiate them and the difficulties in categorising some destinations, with examples should 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 (in the UK and Europe) appropriate to each of 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 will 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 for each category as some will not be important. 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. Candidates should show their understanding of how categories and destinations are differentiated. In their explanations, candidates may refer to examples of destinations in the category to support their reasoning.

The evidence submitted showed some improvements since the last series. Fewer candidates submitted downloaded maps with destinations already located. Candidates must locate destinations themselves. Candidates often located far too many destinations and those selected were often not those most popular with UK tourists. There should be some discrimination in their selection, between all possible destinations in a category and those that are most popular. This can be achieved through research. Some destinations were inappropriate, in particular, in the purpose built category where campsites, attractions and seaside resorts were selected.

Destinations were not always labelled accurately – a small dot could be used for all categories, except 'areas' which should be shown as an area. Numerical 'keys' with a corresponding list of destinations hinder interpretation. Where 'symbols' are used these should be of an appropriate size for the scale of map. 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. Candidates should research the most appropriate transport route/s and gateways used by UK tourists to reach each destination located. Road and rail routes covering the whole of Europe were common; roads were often not labelled. Where these are combined onto one map a larger scale, such as A3, provides greater opportunities to label destinations, gateways, roads etc. more clearly and accurately. Overlays were also used to present transport routes and gateways, but again these were not related to destinations located. Maps generally had little detail except for the destinations.

Many candidates gave detailed descriptions of features used to differentiate destinations, rather than explanations. Examples of destinations are required to access higher marks however these should be used to support the explanation. Where candidates attempted to explain the difficulties in categorising destinations, examples of destinations that could belong in more than one category were given, but there was little reference to features, and limited explanation of the difficulties. Examples should support explanations.

Although there were fewer instances, in some cases the evidence submitted was very similar to the content of text books. The Joint Council for General Qualifications (JCGQ www.jcgq.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	☐	Countryside areas	☐
Tourist towns and cities	☐	Business and conference	☐
Heritage and cultural	☐	Purpose built	☐

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 Channel 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

The key features that give destinations appeal to different types of tourists. Recommendations for *one* European travel destination that meets the needs of a tourist whose needs and circumstances are given to the candidate by the tutor in the form of a pen portrait. A description of the main features that give the recommended destination appeal and an explanation of how it meets the needs of the tourist specified.

Evidence expected would be in two parts: one that describes the key features that give the destination appeal, and one that explains how the features of the destination are suitable for the tourist outlined in the pen portrait.

It would be helpful if the pen portrait were included with the evidence.
Most candidates approached this as one task, rather than two as indicated above and this led them to consider features in terms of the tourist in the pen portrait only and not the general appeal. Similarly where pen portraits supplied referred to the tourist's need for a 'package holiday' or 'short break' candidates tended to select a holiday and explain its suitability in meeting needs. It would be helpful if candidates could clearly state their chosen destination; this should not be a country. Candidates described the features of their chosen destination in general terms. Key features were not identified and there was little reference to appeal, nor to different types of customers. There was no clear indication they had selected those features that give it appeal. For example, if Paris was selected, descriptions of climate would often be given when climate is not a feature that gives this destination appeal. Also, many candidates described all possible transport routes, carriers, costs and times to reach their destination without indicating why they had identified that 'transport and

communication links' was a key feature important in the appeal of the destination. Whilst some candidates addressed the task logically with sub-headings of features taken from the specification, most described the destination without reference to the features in the specification. Much of this evidence was downloaded or copied from websites/travel guides etc. although referencing was more evident than in the last series. (Note the comments above on plagiarism.) This often resulted in disjointed evidence where whole paragraphs of information were downloaded/copied/quoted and referenced but there were no linking statements or summaries from candidates to produce a cohesive and meaningful description.

Task C

Evidence of research undertaken for all tasks and an analysis of the factors that have led to the growth in popularity and appeal of *one* European travel destination and how the destination has controlled factors to maximise their appeal and popularity.

Evidence expected for the first part of this task is a bibliography indicating the sources of information used in research. Evidence of research should be provided for all tasks A, B, C and D. Some sources should be referenced within the work submitted for each task. It is not expected that candidates use the Harvard referencing system precisely although some similar format with some detail would be expected. There should also be evidence that the candidate has obtained information independently. This could be a statement from the candidate endorsed by the assessor that indicates how the sources were obtained to confirm that research was conducted independently.

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. For the higher mark bands the destination should have recently become popular so factors are mainly current.

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. It is expected that for future series the evidence of this is more detailed.
Some candidates chose countries rather than destinations, although there were fewer instances than in the last series. Most candidates focused on the factors affecting popularity and appeal as given in the specification although some did not address the issue of 'growth' in popularity and appeal and considered the destination's popularity in general terms. There were a lot of irrelevancies, for instance historical and economic developments. Where there was reference as to how the destination had controlled factors to maximise their popularity and appeal this was limited and descriptive. For many candidates, much of the evidence read as if taken directly from other sources, although there was some referencing, and as in task B the work lacked cohesion. This task requires analysis; much of the copied evidence was descriptive and/or theoretical so was not appropriate. Candidates should note comments in task A above regarding plagiarism.

Task D
An assessment of the suitability of different modes of transport to *one* European travel destination for a tourist whose needs and circumstances have been given to the candidate in the form of a pen portrait. This will include details of their departure point and destination.

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 and that the departure point was clearly stated.
There was less evidence of tourists taking tours as seen in the last series. Candidate's evidence still included pages of downloaded routes, route-planners and itineraries, even when referenced, this is not appropriate for this task, which is assessment. Candidates also often listed 'advantages and disadvantages' for each transport option; whilst this may help candidates in preparing or structuring their assessment, as a list, it is not assessment. Some candidates gave theoretical assessments. In general, work tended to be descriptive. Whilst some candidates addressed the task logically with sub-headings of factors taken from the specification, most considered only costs, time and convenience in meeting needs and made little reference to 'factors'. The same currency should be used when presenting costs. Some candidates included assessments of methods and/or routes that were unsuitable with reasons linked to needs, showing a range of modes had been considered.

Marking
Generally, marking was generous and often marks from an inappropriate mark band had been awarded. 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 assessments then if work is descriptive, mark band 1 applies; mark band 2 could only be considered appropriate if the candidate is clearly making assessments. *'Best fit'* should be considered where there are descriptions and some assessment to determine whether 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, '*descriptions and some assessment',* there are clearly weaknesses, therefore if mark band 2 is considered best fit then low marks from the mark band should be applied. If mark band 1 is 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 with little detail or discrimination between those that exist and those that give the destination appeal. As a result there were often irrelevancies. Some candidates attempted to explain how the destination met the needs of the tourist in the pen portrait; this was often not clearly related to needs. For example, they would state what the tourist would enjoy without explaining how it met their needs. Sometimes suitability of the features of a holiday at the destination, rather than the features of the destination itself, was considered and details of how a particular hotel, day trips and flight times were given and linked to needs. This is not appropriate for this task. Assessors would often annotate the features that would meet needs but as the candidate had not explained how it met their needs, no credit could be given. Where pen portraits were not supplied it was not always apparent what the tourist's needs were. Where tourist needs are straightforward mark band 1 is best fit. Mark band 2 could only be considered if the key features have been described in detail and there are clear links between features and the needs of the tourist. As needs are straightforward rather than complex, this is a weakness and marks from the lower end of mark band 2 would be appropriate.

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 e.g. 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. For this mark band, candidates are also required to have conducted independent research. Evidence of independent research was generally from a simple assessor statement. See comments above regarding type of evidence required. In terms of research, for mark band 2 candidates should also reference their sources. 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. For marks at mark band 2 and mark band 3, the destination should have some difficulty in access (for example no direct flights) and needs should be complex. Higher marks were sometimes awarded where journeys and not needs were complex and destinations had no difficulty in access.

Administration

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 highlight where the candidate had differentiated between features that exist and those that give appeal. Annotation could also 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.

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 treasury tags, 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 should 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. It is not necessary to submit first drafts of work if this has been amended and re-written.

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.

Unit 4: Destination Britain

General comments

There were no entries for this unit in January 2006 so this is the first report on a January series. There is a report for the June 2006 series.

There were a significant number of centres with entries for this series although most had small cohorts. In many cases only one or two entries were made by a centre. Much of the work submitted was for work that had already been seen in the June 2006 moderation series but had been re-worked, rather than first moderation.

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 this unit as shown on page 52 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 although some were more focused on smaller regions, even specific towns. Candidates should ensure that when they choose a large area that includes a wide range of organisations, they focus on the area. Candidates have a tendency to comment on some major organisations with regional roles (e.g. RDAs and tourist boards) but then focus on one small part of their selected area for other organisations such as local authorities. To cover a local area comprehensively all local authorities would need to be considered or a sufficient range to show differences in approach. The same would apply to other types of organisations. Larger areas potentially give more opportunity for interdependencies and interrelationships to be explored and examples found and explained. Smaller and more focussed local areas may limit the potential for this part of the task to be fully addressed. Larger areas are likely to provide more opportunity to access the higher mark bands but, as such, is more difficult to research and cover in full. More focused areas would possibly limit the opportunities for some candidates to access higher mark bands but would be more accessible. Candidates may want to take this into account when selecting their local area so that they can select one in line with their potential.

Much of the evidence submitted for this part of the task continued to be very similar to the content of text books and organisation websites. Candidates should be aware when they sign the 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. In one sample, candidates were describing Snowdonia and included reference to Northern Ireland Tourist Board.

For many candidates, the organisations selected were those in the public sector but there were a significant number extending their coverage of organisations to the private and voluntary sector which was an improvement on the June 2006 series. Where reference to these organisations were made, however, candidates generally described their products and services and not their role in supporting tourism to the area. Few candidates referred to local membership organisations such as tourism partnerships.

Where evidence is general and not localised and does not describe the roles of the identified organisations, mark band 1 is the best fit.

The second part of the task was addressed by most candidates but in a number of samples, the location of this evidence was unclear and was signposted by assessors. Candidates were not signposting this evidence at all and so were not showing knowledge and understanding. The best evidence was where it was completed as a separate task or where the candidates clearly signposted their examples of interdependencies and interrelationships.

As with June 2006, for most candidates the evidence was descriptive, giving examples of where organisations work together. Some did this through specific examples, although often these were simply stated or, at best, described. 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 meet the needs of tourists as identified in the pen portraits.

Most samples included details of the pen portrait. These mostly presented straightforward needs. In one cohort, candidates were 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 who wants to experience a range of types of British destinations. Needs of the tourist(s) should be included in the pen portrait, either implicitly or explicitly. Candidates are required to produce an itinerary that meets the needs of the tourist(s) so needs in the pen portrait are critical.

Itineraries were generally well presented with relevant although in many cases, information provided in terms of timings, locations and costs and other information such as details of passport and visa requirements, currency and cultural considerations were limited. Where information is limited, this should affect the marks awarded. Destinations selected were mainly appropriate although often a limited range was presented. For one cohort, they were based in one destination and organised an itinerary that took them on a series of trips to attractions rather than destinations. The task requires candidates to select a range of types of destination, as outlined in the 'what you need to learn' section of the specification.

As with June 2006, 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. Some focused on giving a general description of their selected destinations rather than those that give appeal. Where features were described, these were often limited to those presented in the itinerary rather than those that give the destination appeal. Descriptions were often basic with little detail. 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.

Most candidates attempted to explain how the selection of destinations met the needs of tourists although the focus of their evidence was on explaining how the itinerary met the needs of tourists e.g. choice of flight, time to spend shopping etc. The focus of the explanation should be on how the selected destinations meet the needs. 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 and in many cases, this was because the candidate had not been able to identify any needs from within the pen portrait. Some candidates presented tables of the needs they had identified and then attempted to explain them. This approach may have assisted the candidates but their explanations showed limited or no reasoning and this is a key requirement of this part of the task. It is not sufficient, for example, to simply say the tourist wanted to see some history so I have organised for them to go to Buckingham Palace. They must explain how this would enable the need to be met.

Generally, marking of this task was generous. Itineraries were well presented but not showing different types of destination. Information provided was generally limited. 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. In June 2006, moderators accepted a statement from the assessor that the candidate obtained sources independently. The Principal Moderators report on the series stated that in the future, evidence must be more detailed, as indicated above. This type of evidence was not provided in samples received in this series. For many samples, high marks were awarded for this task with no reference to independent working.

For many candidates evidence of research was limited. Bibliographies lacked detail with only websites stated or titles of text books – usually one text book only. Actual sources of statistics were often not given and in a significant number of samples, statistics were not labelled and no titles were given to indicate the type of statistics presented, the period of time covered etc. For many, when statistics were taken from a text book, the book was listed as the source rather than the original source. As stated in the June 2006 Principal Moderators report, 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 room 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. In June 2006, these types of destinations were accepted but the Principal Moderators report stated that this would not be the case for future series. Candidates focusing on inappropriate destinations, therefore had their marks limited. Types of destinations are given in the specification and one of these types should be used. Blackpool and London were the most popular destinations selected for this task.

As with June 2006, 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. Where recommendations were made they were simplistic, each recommendation being no more than one line.

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
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 submit Candidate Authentication Records. This is a JCGQ requirement. Examination 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 the name of the candidate, centre and candidate number. Evidence for each task should be clearly identified, with each task being 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.

Unit 5: Travelling Safely

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 were 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 demonstrate knowledge and understanding and 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 evaluate information to make reasoned judgements, draw conclusions and make 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 this was the main area of weakness on most papers.

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

Q1a
In most cases the Civil Aviation Authority was correctly identified. However the Joint Aviation Authority was not identified by a sizeable minority of candidates.
The specification states the organisations candidates need to learn. JAA and CAA are two of the organisations listed.

Q1b
The majority of candidates did not know the main responsibilities of the JAA. Often responses indicated confusion with the responsibilities of BAA and the CAA.
Better responses included the following;
'The JAA is responsible for making sure communication between the European Aviation Authorities runs well'.
'Responsible for deciding the regulations/licensing on the ground for the European Aviation Authorities'.

The specification states that candidates are required to summarise the main responsibilities and regulations of the organisations. JAA is listed as one of the organisations.

Q2a
Candidates had little difficulty identifying two contagious diseases other than malaria and typhoid and this was a well answered question.

Q2b
Candidates could describe the symptoms of typhoid more easily than they could describe the causes. Many confused the causes with those of malaria.
An example of a good responses for causes; 'being in a country with a history of typhoid and consuming food or water that has been contaminated'.

Q2c
Overall this question was answered well however some responses were presented as a list and therefore did not achieve maximum marks. Candidates must pay attention to the command of the question, in this case 'describe'.

Q2d
Responses to this question varied. Most candidates did score well, however, 'internet' was too vague an answer. Many candidates did identify specific web addresses and this was acceptable.

The specification states that candidates are required to learn about the major contagious diseases that exist in the world, to identify where they are located and to be able to describe the causes and symptoms and how the spread of risk is minimised. They should also learn to use information available to advise travellers on potential risk and restrictions.

Q3a
Candidates did struggle with this question, many leaving it blank. However those who could identify two other measures collected an additional two easy marks.

Q3b
Most candidates did score well on this question which involved the reading and application of information provided on passports and visas, to a scenario provided. However a sizeable minority failed to understand that neither Laure or Steve required visas for their proposed trip to Ecuador and therefore lost marks.
An example of a good answer; 'Laure and Steve must check that both their passports are valid for at least another six months and passports are required for travel. They should be kept with them at all times while in the country. A visa isn't required for either Laure or Steve. They will need a return ticket'.

Q3c
Candidates struggled with this question. Most described security measures rather than explaining how they add to the safety of passengers and other airport users.
A typical descriptive answer:

'Security checks at airports add to the safety of passengers and other airport users because it shows if any passenger is carrying anything dangerous or harmful. It also restricts the chances of a terrorist attack.'
A better answer;

'Security checks at airports protect passengers and other airport users as it makes sure nothing dangerous can occur within the airport or on the flight. Checking of luggage allows no objects that could harm another person to be taken onto the flight. Passports have to be valid and details match the person to make sure no other person is travelling under the name of someone else. Visas are also required for certain nationalities to ensure they are under full protection and control at all times.'

This second answer still does not address other airport users.

The specification states that candidates should learn that many national governments place restrictions on tourist movements. This may be into, within or from the country. This is mainly through the use of passports and visas. Travel and tourism organisations also have measures that restrict travel such as tickets and boarding passes. Candidates should also learn to analyse the implications for organisations in the travel and tourism industry of failing to implement these restrictions.

Q4ai
Generally well answered. Most candidates demonstrated good knowledge of the Data Protection Act.

A good response:

'To comply with The Data Protection Act all information held on customers must be held securely either by password on computer or locked away if held manually. It must not be given to anyone without the permission of the customer. Information held must not be used unethically or unscrupulously.'

Q4aii
This answer was not well answered. Many responses were descriptive in nature;
'The Data Protection Act affects the operation of a hotel because it keeps all your personal information in a file in which nobody except yourself and the receptionist will see. If the wrong information is handed out to the wrong tourist then the tourist whose information was given out can take the hotel to court.'
A better response;
'They have to make sure that the data of customers is safe all the time and the data is not given out to anyone else. This causes problems for the hotel as they need to be sure they can trust all their staff and if a customer wants their data removed then they have to make sure it has been shredded as otherwise the hotel could be prosecuted. If someone rings up asking for the room number of a customer or their telephone number this information is secure and should not be given out without the permission of the customer as otherwise the customer could prosecute the hotel for breaking the rules of the Data Protection Act.'

Q4bi-ii
The first two parts of this question were dependent. The majority of candidates could identify that either the Trades Description Act or the EU Directive had been breached. However many candidates stated it was the sale of Goods Act and therefore lost marks.

An example of a good response;
'The Trade Description Act.
The tour operator is in breach of this legislation as it has falsely advertised their accommodation by saying there was a children's club and entertainment on site. If after the brochure was produced and they realised the error they could of amended the information through a handout and this would of served as advice to the family. The family could of decided what to do when they knew the new facts.'

Q4biii
This question was not well answered by the majority of candidates. Many believed that ABTA could step in and give the family a new holiday in a better hotel.
An example of a good response;
'ABTA has an arbitration service. The scheme is operated independently and the result is binding. So the family can apply to this.'

The specification states that candidates should learn about the many legal requirements placed on the industry. The legislation includes the EU Directive, the

Data Protection Act and the Trades Description Act. The specification also states that candidates should learn about the key organisations involved in regulating the travel and tourism industry. These organisations include ABTA.

Q5a
Most candidates scored well here and could identify two situations, other than medical, when an insurance company can be of assistance to customers abroad.

Q5b
Many candidates struggled to identify and describe another support organisation available to assist travellers who experience medical problems abroad. Many stated the European Health Insurance card. This is not an organisation.
An example of a better response;
'British Embassy/Consulate. They can arrange for aid to be given to the person abroad. In certain circumstances can get the person sent back home and inform the family back in the UK if a relative is in hospital abroad.'

Q5c
This was generally a well answered question. Weaker answers tended to be vague, for example, 'gather information'.
An example of a better response;
'Keep a photocopy of your passport. Always keep a copy in a different place to your passport then if you do lose it it will be easier to get a replacement at the Embassy.'

The specification states candidates need to interpret information such as insurance policies. The specification states candidates have to learn about key organisations that can provide support to deal with emergency situations. It states candidates should be able to state the name of the organisation and explain the type of support they can provide.

Q6a
Answered very well. Nearly all candidates achieved maximum marks. However, tsunamis and earthquakes are not examples of severe weather conditions.

Q6b
Most were level 1 responses that were poor and not developed. They tended to be descriptive.
Some candidates did provide better explanations, for example;
'They could ensure that all holiday villas and parks are equipped with window shutters to make sure windows do not blow in. Each hotel should have a meeting point either in a basement or in an inner corridor where it should be safe from the wind. Everyone should get into a sturdy building or get underground. They should make sure all large objects are secured to the ground to stop them from hitting people or buildings. Heavy winds should be taken as a warning of the hurricane approaching and shutters should then be locked shut.'

Q6c

This question was often poorly answered. Some candidates appeared to confuse a cruise with a ferry crossing making suggestions like 'eat before they board.' There are often stories in the travel section of newspapers about food poisoning outbreaks on cruise ships and the length cruise companies have to go to to contain the outbreak.

An example of a level 2 response:

'the main course of action which should be undertaken is the destruction of the contaminated food and preparation of fresh food. Also ensure contaminated passengers are seen by the doctor to ascertain the possible causes. Also confine contaminated people to their cabins to confine the problem.'

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

Q6di

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 were accepted this series, in the future marks at the higher end may only be awarded for questions like these when research is current.

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

Q6dii

This question was challenging and was weighted AO3 which requires candidates to draw on research and show analysis. Candidates were required to analyse how the emergency situation described in (i) was dealt with by the travel and tourism industry. Analysis was generally no-existent. Some candidates gave explanations rather than analysis but the vast majority of candidates provided descriptions. Often these descriptions were of what happened generally, not what travel and tourism organisations did.

Nearly all candidates attempted the question and in many cases just one or two marks were awarded. No level 3 responses were given.

One typical low level answer:

After 11th September the travel and tourism industry tried to ensure that tourist safety was in good hands. They had more security in the airports and also certain things were allowed to be taken on the flight.'

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.

Unit 6: Resort Operations

This is the second awarding of this unit but the first awarding for the January series as there were no entries in January 2006. There were small entry numbers.

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 liase 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 an emergency in the resort such as a hurricane, a death in resort, building work updates, rooming lists, flight delays due to fog etc.

There was a slight improvement in the descriptions of how the resort operates. However, in some candidates work, there was still lots of information relating to the description of the different types of overseas representatives rather than about the operation of overseas. Some descriptions were lacking detail and although less than Summer 2006 there were still a few candidates that gave qualifications required for each type of holiday representative. This is not a requirement of the task. Few candidates described activities beyond the specification.

In terms of the explanation, few candidates gave any explanation of the situations that require the resort office to liaise with their UK office. Many candidates did give some examples but the evidence was descriptive rather than explanatory. Candidates should be giving reasons as to why the overseas office liaises with the UK office rather than just what they do. There were a couple of centres that described the UK operation. This is not required.

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, excursion leaflets, welcome meeting notes etc. Please note that notice boards and detailed information booklets are not required.

The second evidence could include an individual observation record linking to the assessment criteria of how well the candidate dealt with the selling situation, copy of the excursion booking form, excursion leaflet, car hire booking form etc. The evidence should relate to the needs of the pen portrait given by the assessor.

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 could be restricted. Submitting just an individual observation record may also restrict marks unless evidence clearly shows that all three tasks were carried out and feedback relates to the performance in each of the three situations.

The welcome meeting should show evidence of organising and presenting. Many candidates work sampled did not include evidence to support the organisation of the welcome meeting. The use of materials such as maps, excursion leaflets etc should be encouraged. It was difficult to determine, based on the evidence presented, how well effectively candidates used materials and engaged the audience. Assessors could make reference to this in the feedback given.

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. Many of the assessor's feedback comments just stated 'needs all met'. A clear indication of how the needs are met should be presented. For some candidates it was not clear that they had dealt individually with a customer or whether the excursions had been sold to all customers through a welcome meeting. The promotion of the excursions possibly will be included at the welcome meeting however if the selling situation is used in conjunction with the welcome meeting there should be evidence of face-to-face selling with a customer at end of the welcome meeting with a customer using the information presented in the pen portrait. There should be assessor's feedback to detail this.

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. There was limited evidence to determine how the problem was complex.

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 tasks A and D.

Evidence expected for this task is a bibliography or terms of reference indicating the sources used in research for all tasks. 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 series only, this evidence was accepted but it is essential that for future series the evidence of this is clearer. Many candidates for task a) either only used one textbook, just referred to names of tour operator or just referred to the name of a guest speaker. Those candidates that mentioned tour operators did not source where the research came from. Few candidates used a range of resources. Like summer 2006 there was some research which 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. Very few candidates showed evidence of thorough research.

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. Many candidates did not focus on the significance in relation to delivering high quality customer service. Overall conclusions were very basic and very few candidates substantiated their conclusions.

There were still some candidates that included recruitment and selection of overseas staff as evidence, which is beyond the requirements of the task. There were very limited examples of practice included in the evidence sampled.

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. A 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 candidates 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 either mark band 1 or mark band 2. The key weaknesses were the explanation of situations that require the resort office to liaise with their UK office. There were candidates that gave a description with little or no explanation.

Task B
Marking of this task was generous. Welcome meeting evidence did often show how well candidates interacted with the group or how effectively they used materials. 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. It was not clear if candidates dealt individually with customers. 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 e.g. guides, textbooks, websites etc. Candidates mainly accessed websites or just named tour operators. 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 a range of sources in the tasks. 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. OPTEMS forms were generally completed correctly.

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 submit Candidate Authentication Records although there was a few that were not signed. 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.

Annotation on coursework is not a requirement but if used to highlight where key evidence could be found e.g. specifically where explanation, analysis, evaluation etc. could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where the candidate showed detail of the resort operation description and show where the candidate 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 the candidate 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.

Some centres provided annotation, which was appreciated.

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 portfolio 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.

Unit 7: Responsible Tourism

General Comments

This was the first paper for this unit. Questions were set to assess candidates' learning of the content of the specification. Questions were devised to meet the requirements of the Assessment Objectives (AO) which are given on page 155 of the specification. These 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	20 - 25%	Describe, explain
AO2	Application of knowledge and understanding	20 – 25%	Explain, suggest
AO3	Research and analysis	25 – 30%	Analyse, 'use examples you have researched', explain
AO4	Evaluation, reasoned conclusions, justified recommendations	25 – 30%	Assess, analyse, suggest, explain

The table also shows the typical requirements of questions designed to address the assessment objectives.

There were 90 marks available on this paper.

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. Examples will be given.

Q1ai

This was answered well by many candidates who achieved maximum marks. The most popular responses were *New Forest District Council* for the public sector agent and *Isle of Wight Wildfowl Trust* for the voluntary sector agent. Understanding of the *Forestry Commission, English Nature, Council for National Parks, Countryside Agency* was weak and some candidates had difficulty in matching them with the correct sector. Their roles were also poorly understood. As these are all national organisations with some role in protecting the environment and involvement in visitor management, it is expected that candidates should be familiar with them.
Some candidates misread the question and suggested the New Forest National Park Authority as a public sector agent, whilst the sector is correct, the question asks for agents that would be working with the New Forest National Park Authority.

Q1aii

This question was not answered well by the majority of candidates. Typical responses gave aims and not roles of the public/voluntary sectors or referred to differences in funding. Whilst it was evident that these differences were well understood candidates had either misread the question or were unable to differentiate between aims (what the agent wants to do) and roles (how they will do it). There was little reference to tourism development. Some candidates attempted to explain the differences using linking statements, such as 'whereas', others simply gave two separate statements. A typical response where the question has not been answered:

'A public sector organisation is a non-profit making sector whereas voluntary sector organisations fund raise for money'.

A better response where the roles and differences are clearer, although there is no link to tourism development:

'Public sector agents use grants to help improve the area whereas voluntary groups are mainly pressure groups and fight for improvements'.

Q1aiii

Many candidates scored one out of the two possible marks here; the most popular responses included *to conserve habitat and wildlife*.
Understanding of environmental objectives was not always evident; some candidates offered economic objectives or referred to methods to achieve objectives, such as:

'No cars allowed within the park itself'.

Few candidates were able to extend their suggestion using terminology appropriate for an objective in the context of a National Park for the extra mark. An example of a good response - *to manage visitor access to ensure preservation of natural habitats.*

'Promote better understanding and respect for the environment among locals and tourists'.

Q1bi

This question was poorly answered by many. Candidates were required to 'state an agent' and should have given named agent, either from the case study or name another that would have been involved in the development proposal. Many candidates gave theoretical agents *consultants, development agencies, landowners, government* and roles described were generic and did not relate to developing an international visitor centre in a National Park. Agents named should be appropriate to the case study in terms of scale and location, *Tourism Concern* and *VisitBritain* are not appropriate. Candidates did not seem to be able to apply their knowledge and understanding; for instance stating *local authority*, not recognising the actual authority given in the case study. Other candidates simply gave a 'sector' as an agent:

'Agent one – Private Sector – companies
Description of role – To predominately make a profit, using market share and marketing skills. Accounts for most of the travel and tourism industry, could assist with the success through jobs, catering etc. and work with other sectors.

Agent two - Public
Description of role – To provide a service to the general public. The local government would be able to grant funds in order to develop the international visitor centre'.

Here the description of the role for the second agent makes reference to the visitor centre and the role of local government giving grants. If the government body been named and identified, more marks would have been scored.

A better response:

'Agent one – Hampshire County Council
Description of role – They can help with funding the project and by providing the planning permission needed to build the visitor centre.

Agent two – Tourism South East
Description of role – They can promote this new attraction to other parts of Britain and abroad. They will be able to direct their marketing at the groups of people who will be most interested in this development'.

Q1bii
This was not well answered by most candidates. Candidates were required to describe in detail a tourism development proposal that would have helped preserve the history and heritage of the New Forest National Park. Many candidates either did not know what a proposal was (even though in the stem of Q1b, there was reference to such a proposal) or misinterpreted the question and described methods used to preserve heritage. These included – *preserving old buildings, educating visitors, planning control, restricting access.* Many gave explanations of these methods. Some candidates seemed unable to understand the requirements at all and wrote about protecting wildlife (Q1biii) or the history of the forest.

Where candidates answered the question correctly, some appropriate proposals were given, these included suggestions such as *museum, visitor attraction, themed events, guided tours.* Using the information provided in the case study on the Battle of Trafalgar, shipwrecks, Eling Tide Mill, Rockbourne Roman Villa candidates described in detail what visitors would find or do at the new development. Descriptions included *re-enactments, locals employed as guides dressed up in historical costumes, interactive displays, sight and sound shows, exhibitions and artefacts from the wrecks.* Many gained top Level 2 and Level 3 marks for development of ideas and clear links to preserving history and heritage.

Q1biii
This was not well answered by most candidates. The requirements were as above except candidates were required to describe in detail a tourism development proposal that would help preserve the environment of the New Forest National Park. This caused some candidates to re-label their answers as they realised they had answered Q1bii incorrectly. Candidates are strongly advised to read the paper first before attempting to answer questions. The same issues were seen again and many candidates gave methods and explained how these would preserve the environment. These included – *educating visitors, planning controls, litter bins, footpaths.*

Where candidates answered the question correctly, some appropriate proposals were given, these included suggestions such as *nature trails, guided walks, nature reserve, visitor centre.* Using the information provided in the case study on the nature of the environment candidates described in detail what visitors would find or do at the new development. Descriptions included *viewing areas for bird-watching, forest trails with information boards along the way, local volunteers as guides, trail maps with information on bog plants and insects, visitor centres linked to picnic areas, classrooms, information leaflets and tree planting activities*. Many gained top Level 2 and Level 3 marks for development of ideas and clear links to preserving the environment.

Q1c
Generally, negative impacts on the environment and methods used to minimise these impacts were well understood by candidates. Few candidates were able to access higher marks by explaining how their suggested method would reduce impacts. A significant number of candidates simply gave the methods – *educate visitors, put signs up, restrict access, build footpaths* etc. but did not explain how these would reduce impacts. Impacts were not always clearly identified. For this question an explanation was required and so marks for basic descriptions remained at Level 1.

Through practise and improving exam technique candidates should be encouraged to add linking statements '*this means that*', '*so that*', '*this would*' to ensure that for each suggestion made an explanation is given. To access higher marks these explanations can be developed by adding more details and using the information from the case study to demonstrate application of knowledge and understanding. (This technique also applies to Q2aiii, Q2biii and Q3b)
For example -
Basic – *Introduce a speed limit*.
Some explanation - *Speed limits could be introduced and this would help reduce the number of accidents because people aren't going so fast.*
Clear explanation - developed, detailed and linked to case study – *To reduce the number of ponies being killed by cars in the New Forest, the National Park Authority could apply for speed limits to be introduced. If a 20 mile an hour limit was imposed it means that the driver has more time to see a pony crossing the road and can slow down. They will also have plenty of time to stop and not hit it. Even if one was hit it is more likely to survive. Signs should be placed along the road side, especially where ponies have been killed in the past to make drivers more aware of the danger. Leaflets could also be handed out at the visitor centre with posters giving the number of ponies killed.*

This question also assessed research, candidates were asked to support their answers with examples researched. Many examples that candidates gave were not appropriate for the nature of the case study; for instance *congestion charge in London to reduce congestion and pollution; park and ride in York to reduce pollution.* Although the examples make reference to methods used to reduce impacts on the environment, pollution and congestion may be an issue in urban environments such as York and London but there is nothing in the case study to suggest this is a problem in the New Forest National Park. Candidates could have referred to the *Lake District National Park looking at introducing a park and ride scheme/entrance fee due to the high volume of visitors*, this would have been more appropriate.

To support the above response, an example:
The Lake District National Park Authority has imposed speed limits on sections of the Windermere to Ambleside Road and there are signs warning drivers of deer jumping onto the road.

Better example for impacts of pollution and litter creating dangers for small creatures – *the Yorkshire Dales National Park Authority has a policy of 'no litter bins' in the car parks. They have found that by encouraging visitors to take their rubbish home, there is less litter.*

Candidates should be reminded that examples should support their explanations; some candidates gave lengthy and detailed examples with no link to their explanation, or just gave examples. This is not appropriate.

National Parks in the UK have sustainable tourism policies and excellent educational resources, candidates should be familiar with impacts and methods used in rural areas.

Q1di

This question was not answered well. Many candidates were clearly unfamiliar with English Heritage and gave their objectives as *protecting wildlife* and *benefiting local people*. It is expected that candidates should be familiar with national organisations involved in tourism. Most candidates gave the agents' objectives and suggested why there would be conflict, these tended to be vague. An explanation is required and candidates need to structure their response by clearly naming both agents and stating both objectives, also using linking statements (e.g. 'whereas') and using information given in the case study.

A better example:

The land owner wants to convert his Georgian house and run a conference centre to make a profit which is his main objective. However English Heritage has an objective to preserve the Grade II listed building because of its historical significance, they will be against the conversion as it may destroy the heritage. There will be conflict because the landowner's objective is economic, he just wants to make money, whereas English Heritage's objective is preservation.

Q1dii

This question was poorly answered. Candidates' responses indicated some knowledge of how such conflicts could be resolved through meetings, compromises and working in partnership. However suggestions tended to be vague, unrealistic and inappropriate. For instance *allow the centre to be approved but only on the condition the Georgian house keeps its historical features. The landowner should sell his house to English Heritage and this way he makes money or else he could donate some of his profits to English Heritage to preserve old buildings.*

An example of a typical response:

'The best way to resolve conflicts is to have a series of meetings and consultations involving everyone who will be affected. Through these meetings and consultation, people will be able to state their points of view and hopefully reach a decision that everyone is happy with'.

Most candidates failed to refer back to the conflicting objectives given in Q1di to show how both agents' objectives could still be met through their suggestion.
As in Q1di, with better structuring of responses, using the information provided, candidates could achieve higher scores.

Q2ai

A significant majority scored maximum marks for this question, showing an understanding of the stages in the Tourism Area Life Cycle.

Q2aii

Candidates' responses generally showed a good understanding of the characteristics of this stage which was described fully. Many answered this question well and scored more than half marks.

A good response:

'In the exploration stage, there are very few tourists who seek an 'unspoiled' destination. There is a basic infrastructure and few facilities for tourists on this destination. There are very few negative impacts on the environment and the culture is still intact. The attitudes of local people are fairly good towards the tourists'.

Q2aiii

This question was generally not well answered by candidates. Responses indicated that there was some understanding of the characteristics of this stage. However making the connection to positive impacts was less well understood. Candidates' responses tended to be descriptive, the question required analysis.
A typical example of a descriptive response:

'The positive impacts that rejuvenation can bring to destinations is:
-Refurbish main hotels, close down hotels that are not doing that well and replace it with something that brings back the culture for example a park. Have facilities available to train and help the local people with employment
-rejuvenation can also bring new and different visitors
- more income to invest in new facilities
- rejuvenation can also save or bring back the local culture socio-cultural, economic benefits, environmental and political benefits.
Overall there are many positive impacts that rejuvenation can bring to destinations'.

Here the positive impacts are identified and listed and understanding is evident. A list is not appropriate for analysis. Linking statements are required to develop ideas and present conclusion and opinions i.e. 'this will', 'such as'. The summary is an attempt to analyse but is not supported with any reasoning. Improved exam technique, structuring and an understanding of analysis is needed.
A better response:

'There are many positive impacts that the stage of 'rejuvenation' can bring to a destination. They can be either economic, environmental or socio-cultural.
An important economic impact is generating money for the local economy. By increased tourist expenditure it can be highly beneficial to the multiplier effect, however, it is important that none of the money is lost to MNCs (multinational companies) through leakage. Also, a key positive economic impact is to create employment to skills for local people. By training them and getting skills the development is more likely to be sustainable and this will cause the local economy to grow.
Important environmental impacts include bringing attention to certain issues (e.g. endangered species) and educating both locals and tourists about the problems that could occur, if not managed properly. Also another positive environmental impact is that there is often an improved infra structure which benefits so many things: locals, tourists, landscape and wildlife.
Socio-cultural impacts are very important, and when positive, can educate and allow people to learn about other's cultures. Also, it allows traditional festivals and ceremonies to not be lost, however, it's very important to ensure that the traditional and meaningful events don't just become a show for tourists'.

Here there is analysis. There is a clear structure starting with an introduction of impacts, and a paragraph for each positive impact. A conclusion could be added to summarise the candidate's analysis.

Poor exam technique was apparent and many candidates re-wrote the question or wrote about the stages before rejuvenation and what would happen if rejuvenation did not take place.

Q2bi
Many candidates answered this correctly, showing application of knowledge and understanding, although a significant proportion gave the wrong stage, despite there being strong clues in the case study to suggest which stage had been reached.

Q2bii
Where the response above was correct candidates were able to show application by extracting the relevant information from the case study to explain their reasons. Some responses were descriptive, the requirement is an explanation. Where the response to Q2a was incorrect some candidates used their own opinions rather than relying on the facts given in the case study.

Q2biii
Understanding of the negative impacts of rapidly developing destinations was generally well understood by the majority of candidates. Application of this knowledge was weak. Analysis was required yet many candidates offered basic responses that tended to be descriptive. For example:

'Negative impacts tourism could bring to rapidly developing destinations such as Dubai are, local economy could be destabilised, local craft shops could loose out to foreign goods, large proportion of jobs are seasonal due to employment instability, environmental damage could occur, congestion might also occur which could disrupt the everyday lives of the local community, leakage could occur, loss of local jobs, more air, water and visual pollution could occur, overcrowding in areas, local hotel owners/shop owners could loose out to bigger chains and loose customer and revenue prostitution and also beggars could become part of Dubai's perceived image. An example I have researched is the Great Barrier Reef in Australia. This was beginning to damage due to the amount of tourists flocking to view it. The problem was sorted by visitors and traffic management, which restricts the number of tourists wishing to see it'.

Candidates should be selective, rather than giving all possible impacts they need to choose the most appropriate negative impacts for destinations such as Dubai, taking into consideration its culture, environment and state of its economy (LEDC/MEDC). This would form part of their analysis where reasons can be given for the choice and the importance of each impact. Alternatively, if some negative impacts affecting other destinations would not be appropriate for the destination being analysed, reasons can be given stating why they are not as significant. Candidates should plan the structure of their response and clearly identify the types of impacts, and include a conclusion. There is also assessment of research in this question. Examples should support the analysis, here there is a valid example but it follows on from socio-cultural impacts not environmental and does not contribute to the analysis.
A better response:

'Some negative impacts may include economic leakage. The rich Arab investors from areas outside Dubai may see Dubai as a good opportunity to make money and so invest in hotels/attractions etc. Therefore when tourists spend money at the destination, a lot of this money maybe filtered out to these outside investors, therefore leaving the local economy. This has been a problem with Rural tourism in Thailand, where investors from the city went away with the majority of the money from rural tourism leaving the locals in the countryside with very little, even things such as food and drink were imported. Other negative impacts maybe Erosion of Resources such as water and other problems with the infrastructure due to the huge demand and the infrastructure not developing as quickly as tourists numbers. This may leave tourists and locals without water for example. (this was the case in Calvia, where tap water had to be shipped in from mainland Spain). If locals are exploited with low level pay, they may become resentful of "rich" tourists and resort to crime to make money or prostitution. Also, with a different Eastern culture Dubai has, there will be a demand to see cultural events and crafts as an attraction which may then lead to less authenticity and inevitable a loss of cultural identity'.

Here there is some analysis. A more ordered structure and conclusion would make it clearer, however the examples do support the statements made. It was evident that candidates had gained a good understanding of negative impacts from their research and appropriate examples were given. Popular examples were Benidorm and Magaluf.

Candidates should be reminded that examples should support their analysis; some candidates gave lengthy and detailed examples with no link to the analysis, or just gave examples. This is not appropriate.

Q3a

This question was answered well by candidates who were able to show knowledge and understanding of the principles. An explanation was required. In many responses the principles were simply listed or described, application of the knowledge and understanding was not evident.
Basic - *One principle is to create economic benefits for local people and improve their quality of life.*
Explained - *One principle is to create economic benefits for local people and improve their quality of life and this can be achieved by providing training for the local people to improve their skills so that they can earn more money from better paid jobs.*
A significant proportion described other types of responsible tourism (green tourism, ecotourism etc.) and there was no evidence that the principles were known.

Q3b

This question was poorly answered by many candidates. Weak responses were where from candidates who misread the question and responses referred to how Fujairah was currently developing. As in other questions, there was evidence of knowledge and understanding of the methods that could be used but this was not applied. Candidates' responses described or listed methods. A significant minority gave every possible method with no consideration to the case study. For example -
Planning control, retention of visitor spending, traffic management, environmental audits

Candidates should prepare their response by selecting methods on the basis of appropriateness to the destination. They need to assess the nature of the destination – its environment and its people and stage of development. In this instance, protecting the coastal environment and benefiting the locals would be more appropriate than park and ride schemes to reduce congestion.

A better response:

'The employment opportunities created will mean that locals will have the chance to improve their quality of life. By training locals to do the jobs created rather than by bringing in foreigners, the general skill base of the community will be raised. Leakage will be kept to a minimum and retention in the local economy will be high.

This has occurred in Kakadu national Park in Australia where locals have been trained as guides and rangers. Money from their wages has remained in the local economy helping to increase the multiplier effect. By using environmentally friendly methods such as installing solar panels and recycling waste water, Fujairah will be minimising any potential environmental effects that tourism development could have. At the Sinai-eco resort in Egypt, they have done this by only letting the taps run for 6 seconds per press by having goats and camels to eat all food left overs and by building only using natural materials such as bamboo for their huts (accommodation)'.

Good exam technique would be to provide detailed explanations of a select few methods supported by appropriate examples to achieve higher marks.

Q3c
This question was poorly answered. Candidates were required to assess the extent to which their answers in Q3b supported the principles of responsible tourism. Most responses were vague with no clear indication of the principle, and no link between a basic response and the suggestions in Q3b
my answer supports the principles of responsible tourism as negative economic impacts are minimised.

Candidates should be reminded of the benefits of reading the paper first. Q3 is all about the principles of responsible tourism. Suggestions given in Q3b could have been planned to enable links to be made to the principles so facilitating the assessment required in Q3c.

Unit 8: Current Issues in Travel and Tourism

This is the first series this unit has been awarded.

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 A candidates are required to produce a plan and in task B show evidence of using the plan. There are four tasks for the unit as shown on page 97 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 research proposal that includes a description of the issue and a plan that shows the project aims and the research methodology adopted, including timescales and planned sources of reference.

The evidence expected for this task would therefore be a description of the issue selected for the focus of the research study. This should be an issue, which can be defined as an important question that is in dispute and needs to be settled.

The other evidence expected for this task would be a plan that shows the project aims and should consider the parameters of the study. There should also be consideration of the research methodology. To access higher marks, candidates should consider the level of detail included in the plan. For mark band 3 an explanation of how the project aims will be met and the research methodology used should be evident. Candidates should therefore demonstrate an awareness of the methodological tools available to them and show some understanding of which methods would be suitable for their research project. There should be consideration of both primary and secondary research.

There were a number of different topics covered. Descriptions varied in detail. There were a significant number of candidates that had a research proposal covering an event rather than an issue. For example, the September 11th Attack in the USA was the focus rather than the topic terrorism.

The plans were varied in presentation. Some showed detail. The methodologies were often brief. Many were identified rather than described. Parameters were evident in some samples but not all. Timescales in some samples were either not given or were not realistic.

Task B
Evidence expected would show how well the candidate worked independently and how well the candidate followed the research plan to meet the aims and timescales. Evidence could be presented as an updated plan with details of what was completed and which deadlines were met. At mark band 2 it is expected that the candidate will update the plan not just say what they did. In this series, plans tended to only include a description of what was achieved or not achieved. Those candidates that did show some changes to the plans did not often have a reschedule date as to when deadlines were changed to. Plans did not appear to be working documents. Many candidates appeared to have problems meeting deadlines. Some problems were

outside the candidates control, however many related to poor time management. There was little evidence relating to contingency plans.

Task C
Research undertaken as indicated in the plan for the project. Analysis of the issue and its effect on the travel and tourism industry or one of its component sectors.

There should also be evidence of research undertaken that links to the research proposal. In some samples this was not the case.

Evidence expected for this task is a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks to be awarded, at least some sources would need to 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.

Analysis of the issue and its effect on the travel and tourism industry or one of its component sectors should be analysis rather than a description of finding of the issue.

Most candidates did attempt to reference and source work as well as submit a bibliography or terms of reference. 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. Those candidates that did show some depth in their research plan often did use the research indicated in the plan. Most candidates did cover a range of sources of information. Some candidates exceeded sources identified in plan. However, candidates gave no explanation of why these sources were required.

The analysis tended to be descriptive in parts. There was a tendency to describe the finding and present basic facts rather than to analyse finding. This was however not the case in all centres.

Task D
An evaluation of the project and the research methodology with recommendations for approaches to be adopted for future projects.

Evidence for this task was expected to address the project and the methodology used. Overall many candidates did evaluate the project, however the content was often very brief. Many just evaluated the methodology rather than the whole project. Few really reflected on the research plan. Recommendations tended to be made but again these often lacked detail. Very few recommendations were justified.

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. A 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 candidates 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 mainly mark band 1 or the lower end of mark band 2. The key weaknesses were the details in the plan. Many candidates submitted a project proposal, which identified and described the aims rather than describe in some detail. Often the proposal lacked detail. A significant number did not describe the issue.

Task B
Marking of this task was very generous. The plans were often updated in parts. However the candidates comments referred to what was achieved or not achieved rather than updating and rescheduling the plan with new deadlines. In some samples which were awarded mark band 2 there were a number of deadlines not achieved although the assessors comments referred to all deadlines being met.

Task C
Marking of this task was generous. Evidence of independent research was generally from a simple assessor statement. See comments above regarding type of evidence required. Often research was evident, however, in some, the range was limited. When awarding mark band 3 there should be clear and comprehensive analysis of the issue and its effects on the travel and tourism industry. Often analysis lacked detail and just gave facts rather than detail. Few gave an explanation of the need to access additional sources. When marks were awarded at mark band 2, often the analysis was limited and mainly descriptive and had limited analysis of its effect on the travel and tourism industry.

Task D
Marking of this task was generous. This task requires an evaluation. Few candidates presented any detail in their evaluation. Many candidates gave basic recommendations. In some samples there was no strength in the evidence to move beyond the mid point.

Administration
Most centres met the deadline for submission of portfolios for moderation. OPTEMS forms were generally completed correctly.

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 submit Candidate Authentication Records although there was a few that were not signed. 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/ .

Not all centres submitted task feedback sheets as provided on the Edexcel website.

Annotation on coursework is not a requirement but if used to highlight where key evidence could be found e.g. specifically where explanation, analysis, evaluation etc. could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where candidates show detail of the proposal and plan indicating the appropriateness of the timescales set.

In task B individual statement could relate to how well the candidate met the deadlines and used the plan. The assessor could sign the plan at regular intervals.

In task C annotation could highlight where the candidate had referenced sources and specifically where candidates had researched independently. Annotation could indicate where candidates have analysed and the level of analysis.

For task D the assessor could highlight where the candidate had evaluated and given recommendations. When higher mark bands were awarded assessors could have highlighted justification of recommendations and reasoning in the evaluation.

Some centres provided annotation, which was appreciated.

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.

Unit 9: Working in Travel and Tourism

This was the first series for the moderation of this internally assessed unit. 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 three tasks for the unit and shown on page 110 of the specification. Task A can be completed within a team, however tasks B and C should be completed individually. Assessment evidence can be in many different forms to allow for learning preferences and strengths to be accommodated. Most tasks could be evidenced through written reports, but there could also be witness testimonies of oral presentations with supporting notes.

The tasks are:

(a) Evidence of your participation in a team, working towards completion of a significant travel and tourism-related task. This could be as a result of work completed on another unit in the qualification or a specific task designed for this unit
(b) an analysis of the range of employment opportunities and the skills and qualities required for a successful career in the travel and tourism industry
(c) a detailed career development plan based upon a personal skills audit produced using information from a range of sources.

AO1
Task A addresses AO1 – *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts and AO2 apply the knowledge, skills and understanding specified in the subject content.*

Task B addresses AO1 – *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts and AO3 use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.*

Task C addresses AO1 - *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts* and AO4 –evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Task A
This task requires candidates to show knowledge of team work and apply the skills through their participation in a team working towards completion of a **significant travel and tourism-related task.**
This could be as a result of work completed on another unit in the qualification or a specific task designed for this unit.

The first part of this task requires candidates to produce evidence of their participation in a team.
Most teams chose either: to organise a trip; run an open evening in the college to inform prospective students about the GCE Travel and Tourism course; or some gave a lesson on a Travel & Tourism topic to other students. The evidence produced to show a role taken within the team varied. However most consisted of a description of their job role and responsibilities, minutes/logs of meetings, letters to organisations, risk assessment forms, witness testimonies from both peers and assessors.
Candidates need to make sure they have a significant role within their team. However this is very difficult if you have a team of 12 students organising a day trip. It often means that candidates are doing straightforward tasks, for example, designing a poster to promote their trip is not deemed as a significant role.
In order to achieve mark band 2 candidates should be working in groups of no more than five people or **lead** a larger team as stated in the specification on page 114. There is no requirement to include lots of theory on teamwork.
The second part of this task required candidates to produce evidence to show if their participation was effective and what contribution they made to completing the task and also recognise the contribution of others within the team.
Candidates predominantly used witness testimonies completed by assessors. An evaluation of their own performance and that of their peers and questionnaires completed by their peers.
Candidates are encouraged to draw their evidence from a wide range of sources.
Candidates largely do not show evidence of dealing with conflict. They often say conflict has occurred within the group and they had a meeting and sorted it out. Candidates are required to explain how they dealt with the conflict so the assessor can decide if it has been dealt with effectively.

No candidate identified potential difficulties in meeting their objectives and therefore did not suggest or adopt alternative approaches. Potential difficulties must be identified prior to the event. Similarly, potential conflicts were not identified in advance and solutions proposed.

Task B addresses AO1 – *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts and*
AO3 use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.
The second task required the candidates to analyse the range of employment opportunities and the skills and qualities required for a successful career in travel and tourism. Research should be referenced throughout the text as well as in a bibliography.
Candidates did not often cover a range of employment. They should be encouraged to look at a range across the sectors and within each sector they should cover a range of positions at different levels in order to gain higher marks.

Eight different websites are not considered to be a range of sources, candidates need to refer to journals, up to date textbooks, industry specialists, career advisors, employment agencies etc.

Candidates need to show evidence that the research has been obtained independently. Majority of candidates evidenced this through the assessor stating that sources were acquired independently or candidates signed the bibliography.

Task C addresses AO1 *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts* and AO4 evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

The final task requires candidates to produce a detailed career development plan based upon a personal skills audit using information from a wide range of sources.

A range of career plans were produced, however many lacked detail and were not clear. They were often disjointed with no clear progression from one stage to the next.

The second part of the task required the candidate to produce a personal skills audit. Majority of these were basic and tended to be subjective as candidates included no supporting evidence. Candidates should be encouraged to support their evidence through a range of independent sources, for example part-time job references, work experience reports, progress reports from school/college etc. The personal skills audit should then be used to produce the career development plan where a clear link should be evident.

Additional Evidence

Candidates do not need to show coverage of the 'what you need to learn' section, but to use these as guidance in answering the questions posed in the tasks.

Marking

On this moderation sample, marking at times 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 the potential difficulties in meeting the objectives or the potential conflicts which may arise and solutions proposed and implemented.

In task B annotation could show where the candidate has provided some analysis of the nature and range of employment opportunities and the skills and qualities required for a successful career in the industry.

In task C annotation could highlight where the candidate has used the personal skills audit when completing the career development plan.

If annotation was against the relevant statements, the moderator need only look at this to be able to draw a conclusion regarding the accuracy of the marking.

Centres are encouraged to annotate throughout the candidates work, and should note that ticks are not annotation. Page numbering of candidates work cross referenced to the tasks would be beneficial to the moderation process.

Administration

The deadline for submission of portfolios for moderation was met, although OPTEM forms were not always correctly completed.

Centres are required to sign the OPTEM 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 OPTEM sheets were completed out of 100 instead of 60.

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

Centres are encouraged to not put candidates work in plastic pockets as this slows down the moderation process.

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.

Unit 10: Promotion and Sales in Travel and Tourism

General Comments
The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 5 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 demonstrate knowledge, understanding and skills in vocationally related contexts. Candidates need 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 evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

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

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

Q1a
In most cases candidates could identify and describe three skills and qualities needed by staff working face-to-face with customers. Some good responses are outlined below:

'Good communication skills, able to make relevant conversation and to speak with clarity without mumbling.'

'Good product knowledge being able to sell and talk about a product knowing if the product meets the customer needs and expectations.'

'Good listening skills, able to listen so relevant information is not missed to ensure the customer gets the product that is right for them.'

Q1b
The majority of candidates did know the various stages involved in the sales process, however, the responses were often theoretical in nature and not applied specifically to the scenario provided. Therefore most of the responses were awarded marks from level 1. A sizeable number of candidates moved from describing the rapport stage to describing the establishment of customer needs and expectations and therefore did not demonstrate knowledge of the stages involved in the sales process.
A good level 2 answer is given below:

'To establish a rapport with the elderly couple you would ask them how their anniversary was, what they did, such things like that just so that they will get used to the travel agent and feel secure. Other things you can do is smile a lot, try to get along with them, even ask them if they would maybe like a drink.
You could try to see what they are like to help you with the next stage.'

Q1c
Most candidates described how Marrakesh could meet the needs of Mr and Mrs Gray, for example 'there is a short transfer to the hotel, there is a historical excursion tour.' Candidates did not explain the needs and how the holiday to Marrakesh could meet these. An example of a level 3 answer is outlined below:

'The first thing the Grays' want are short transfers, here the information says that a private transfer is included and it only takes 10 minutes. Although you have to pay for a return journey this is a private transfer that could quell their apprehension.
The second thing the Grays' want is to visit historical sites. For the historical sites of Marrakesh, the Grays' could visit the Dar Si Said Museum which houses a collection of wedding chairs and Berber jewellery which would be lovely as they are celebrating their 40th anniversary. They could also visit the Bahia Palace and Saadian tomes historical sites and learn more about the royal family.
The third need the Grays' have is to visit interesting scenery. They could go on the Ourika Valley tour to see the valleys and mountains of the Atlas Mountains which provide interesting scenery. This is a long tour so the couple need to understand this as they did not want a long transfer from the airport, so although the scenery is there this tour may not completely meet their needs due to the length of travel.'

The specification states that candidates are required to learn to describe the skills and qualities needed to effectively sell a product or service. They are required to learn to describe the different stages involved in the sales process, including establishing rapport, to determine customer needs and expectations and outline features and benefits. Candidates also need to learn to apply the sales process in different travel and tourism situations.

Q2a
Most candidates had little difficulty explaining what is meant by the term market segmentation and the vast majority scored the maximum 2 marks available.

Q2b
This was not a well answered question. Many candidates did not identify one age group so therefore their answers were too generic in nature. Other candidates suggested suitable publications for their target age group rather than answering the question which referred to the design. When the question was answered correctly responses varied. A typical 2 mark answer is outlined below:

'Young adults. They could put pictures of young people enjoying themselves on holiday so they see what it would be like. Advertise clubbing, water skiing and go-karting.'

A better level 2 answer is outlined below:

'Elderly. By having a relaxing backdrop on the advert e.g. gentle waves hitting golden sands, this is seen as relaxing and calm. Also have clear fonts on text and discounts as this is easier for the old people to see and read. Also clear contact details. Old people can be very apprehensive and may be relaxed if there are quotes from other elderly people saying how great and relaxed their holiday was with Darwin Tours.'

Q2ci
Overall this question was answered well with the majority of candidates scoring 2 marks. A typical 2 mark answer is outlined below:

'Telephone surveys are a primary research method where companies/organisations ring up a selection of past, current or potential customers to complete a survey which will present them with relevant feedback and information.'

Q2cii
This question required analysis of the use of two market research methods to measure the effectiveness of the magazine adverts. Overall candidates' ability to analyse was poor with many tending to describe. Often responses were descriptive and/or theoretical which restricted marks to level 1. A typical level 2 answer is outlined below;
'Questionnaires. An advantage is it will give them an accurate idea of how successful the magazine adverts have been, however, a disadvantage is that there is no instant reply and time has to be given for the people to reply.
Analysis of sales figures is effective as they can compare them before and after the adverts and see how much of a difference they have made i.e. how much sales have increased. However, the increase may not be involved with the adverts and could simply be due to another factor such as the time of year.'

The specification states that candidates are required to learn about the stages in the marketing process including market segmentation – they will learn different ways to segment the market (age, socio-economic group, lifestyle, gender, ethnicity and geography) and how this can be used to develop promotional materials and campaigns. Candidates should also learn about market research. They should learn to analyse market research methods and explain their advantages and disadvantages for different types of travel and tourism organisations and situations.

Q3a
Candidates struggled with this question, which asked them to describe promotional techniques. It was obvious that many candidates did not know the promotional techniques and the differences between them. Those that did collected 5-6 easy marks. A good response is outlined below;
'Public Relations. Is the relationship that a company has with the public. Organisations are always involved in PR whether good or bad. Press releases and special events are a way of establishing its reputation. Direct marketing. Is a good way of targeting specific customers through methods such as direct mail. It usually targets previous customers. Advertising. Is a common form of promotion. It is the paid for time or space in a medium to persuade customers to buy their product/service. It can range from an advert on national TV costing thousands or an advert in a local newspaper costing a few pounds.'

Q3b
This was a badly answered question. Many candidates described how Darwin Tours could use normal TV and radio adverts as a use of new technology. If candidates referred to the increase in channels due to Sky and digital TV this was accepted but referring to general TV adverts was not accepted as new technology.
Most candidates referred to constructing a website, but responses tended to be descriptive with a little explanation rather than analytical in nature and this restricted marks. An example of a response awarded marks from level 2 can be seen below:

‘Darwin Tours could use direct mail on emails to its customers mailing list which will target a better market as these people already use Darwin Tours and this method is also inexpensive. Advertising on their own website will be a good option as this can be updated and can include promotional details. It is also more accessible to view. Booking online may also help improve the effectiveness as this is a quick and efficient way for people to book their tours. Mobile phones could also be used with promotional texts including the information about the promotion which is also a less expensive option and this can be sent to a large number of people. These will all help raise awareness and can appeal to a wider audience.’

Q3c
Candidates struggled with this question. Responses tended to be simplistic in nature with no real development. A typical 4 mark answer is outlined below;
‘TV campaign – I think this technique would most definitely benefit Darwin Tours, it would attract new customers who haven’t heard of the organisation, therefore increasing sales.
PR – this would also be an ideal technique as it would attract more people from Manchester. This technique would also increase sales and awareness of the organisation.
Direct mail shot- although sending the new brochure to existing customers would increase sales of Reykjavik it would not attract new customers.’

Greater development could have been achieved by looking at relevance of national as opposed to Manchester press, more assessment of how sending direct mail could increase sales.

Q3d
This question was not well answered. Many candidates did not realise that there were no details on venue, time and date. This limited marks. One level 3 response is outlined below:

‘This press release would be effective because it includes a picture of the destination and includes some bold headings. However some of the text could be more spaced out and of a bigger font size. One major problem with the press release is that there are no signs of a website address or any contact details so people might be interested in the product but may not be available that evening but are not able to figure out how to solve this.
Another major problem is that there is not time or date of when the exhibition takes place has been printed and that will leave customers confused. This form of promotional activity does not really serve its purpose as although it has outlined features and benefits it would leave anyone who read it confused as they wouldn’t know what to do next. One benefit of having the exhibition however is that the exhibition would show in depth detail and could show the product working.
No target audience is stated so a vast majority of different audiences may show up and feel that they have wasted their time and will not use the company in future.’

Q3ei
Responses to this question varied. Most candidates realised that target market should be identified in the press release and therefore they did use language appropriate to the target market – most chose young couples. However, if candidates did not realise that crucial information such as date, time etc. was missing they did not correct this on their own press release. Sometimes when candidates did identify the missing information in Q3d they still did not add this information.

A good 4 mark response is outlined below:

'Are you aged between 18-30?
Do you want a 30 minute sample of the Icelandic culture and want to see what Reyjavik has to offer you and your partner?
Then come along to our exhibition where our friendly staff will be happy to help you and answer all your questions! Contact Mrs Elliot on 01272 46918 for more information or visit www.darwintours.co.uk.
Exhibition Monday 29th January 8.00p.m. See you there!'

Q3eii
This question was not well answered. Many candidates described what Darwin Tours could do to keep up with competitors rather than to analyse why the company should be aware of competitor activities. Others provided very basic responses;
'They need to know so they keep their customers and can maybe do the same. If they have a special offer Darwin Tours should do the same.'

A better level 2 response is outlined below;
'Darwin Tour competitors may be reaching their target market more effectively and therefore may be taking Darwin Tours customers.
Their competitors may be entering new markets or introducing new destinations which will attract new customers. This may effect Darwin Tours customer numbers because if the product is not offered people will look elsewhere.
They also need to be aware of their competitor prices so they can compete with them in order to gain more customers and undercut their competitors. The competitors promotional techniques may be attracting the same target market as Darwin Tours so they need to be aware of how effective the activities are and if they are gaining new customers.'

The specification states candidates should learn about the following promotional techniques – advertising, holiday brochures, displays, direct marketing, public relations, sponsorship, sales promotions, personal selling. Candidates should also learn to evaluate the appropriateness of techniques used by travel and tourism organisations.
Candidates should also learn to evaluate promotional materials used by travel and tourism organisations. Candidates will also learn to design effective promotional materials that are appropriate for a specified target market.
Candidates should also learn about analysing the key features of the business environment likely to affect promotional activities including technological

Q4a
Candidates had either learnt promotional techniques or not. If they had they collected 2 easy marks here.

Q4b

Candidates struggled with this question. Many did not understand what was required. A typical 2 mark answer is outlined below;

'Direct mail. Mail shots to existing customers £300
Display. Stand at World Travel Market £6000
Advertising. Half a page in Sunday Times £2000.'

A level 2 answer is outlined below:

Firstly the company would take out an advert in the national Sunday newspapers. This would then be specific to their target market as most people only get newspapers on Sunday because they work during the week. Also by advertising in a newspaper such as The Guardian, a broadsheet, they are more likely to attract the target audience.
Second the company could launch a website containing information on the destinations with images and videos to encourage people to book. People from AB socio economic grouping are likely to have access to the internet.
The company could also send letters to existing customers and use the online database ACORN to select customers who have a considerable income to send brochures to its potential customers.
Finally they could display at local holiday exhibitions throughout the UK. This would encourage people to book.

Cost £4500.'

The specification states that candidates should learn about promotional campaigns. They should learn to devise a promotional plan that covers a period of time and uses a range of techniques and materials to meet specified objectives, working within a budget. Candidates should learn to justify their proposals for a promotional plan.

Q5

This question was not well answered. Many candidates did not analyse a promotional campaign, they looked at a promotional material an organisation had produced, such as a newspaper advert. A promotional campaign is a short term marketing activity from an organisation often used to launch a new product such as holiday brochures for the next season. It involves the use of more than one technique or material. If candidates looked at a material rather than a campaign this restricted marks to level 1.
If candidates did look at a promotional campaign they tended to describe with some basic explanation rather than to analyse. A typical answer is outlined below;

'Thomas Cook free child prices. This campaign offered price reductions if you booked before September. It was effective as it encouraged families to go on holiday as even if they didn't earn much they thought they had a bargain as child prices were free. This would also encourage holidays to be booked at the busiest time of the year and soon they were full. This gives Thomas Cook money early on in the booking season as they collect deposits and have guaranteed customers.'

This response could have been developed to answer the question asked. For example;

'Thomas Cook free child prices. This was a promotional campaign geared towards encouraging early booking, which gives Thomas Cook an advantage as they have secure bookings and deposits sitting in their bank account earning interest. The campaign features sales promotion as the whole campaign is about a discount. The discount is seen as substantial and therefore grabs the attention. The campaign was advertised on TV and in newspapers. TV adverts tended to be on smaller channels as the cost is lower and although this meant fewer viewers would see it, the message was so good that those who did see it remembered it and talked to their friends about it. Newspaper advertising is cheaper and can be targeted better, adverts in The Sun and The Mirror would be seen by the types of families this campaign is targeting. Another technique Thomas Cook used was direct marketing as they sent direct mail shots to those families who had booked before and were on their database. It is always good to target past customers as direct mail is cheaper than advertising on TV and in big newspapers but you know that you are reaching people who have used your product before and therefore are more likely to do so again especially if there is such a good offer persuading them too………………'

The specification states that candidates should learn to investigate promotional campaigns undertaken by travel and tourism organisations so that you can evaluate their effectiveness.

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.

Unit 11: Special Interest Holidays

This was the first series for the moderation of this internally assessed unit. This report comments on the marking from this series, however, only two centres submitted candidates' work and therefore this report may not accurately reflect on centre performance to date. 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 shown on Page 131 of the specification. For tasks B,C and D candidates are required to show that they have undertaken research to complete these tasks and to research *two different* destinations for each task*, one* is a holiday based at one destination and *the other one* is a holiday that involves a tour or some travel.

Assessment evidence requirements allow centres to choose the format for presenting candidates' work.

The tasks are:

A Maps showing the geographical distribution of different types of special interest holidays as listed on Page 128 of the specification.

- There should be a range of different types of holidays with the destinations grouped and located accurately and relevantly on maps.
- Geographical distribution should be explained
- Key features should be identified, labelled and annotated.
- Tour operators should be included.

We are looking for evidence of candidates' knowledge of what are appropriate destinations in each category and what accounts for their geographical distribution and why their key features make the destinations special interest holidays.

B Prepare an itinerary for a special interest holiday based at one destination and explain how the itinerary meets the needs of tourists as detailed in a pen portrait. This should have been provided by the teacher/tutor.

C Compare the features, tourist types and popularity of *two* different types of special interest holidays; *one* involving a tour and *one* based at one destination. Features are in the specification and could be used as headings in any evidence.

D Assess the factors which influence the popularity of *two* types of special interest holidays; *one* involving a tour and *one* based at a destination.

Special Interest Holidays
Most candidates confused special interest holidays with destinations. The tasks asked for specifically *types* of special interest holidays, not the destinations where they might be found. The work of these candidates subsequently lacked depth. Tutors are advised to confirm with candidates, their choice of special interest holiday type, to ensure they have selected ones that are appropriate.

Task A
This task addresses AO1-*show knowledge and understanding of the specified content.* The task is divided into two elements, showing knowledge by producing relevant and appropriate maps showing the geographical distribution of different *types* of special interest holidays and showing understanding by describing and

explaining the geographical description, key features and providers of a range of special interest holidays.

Most candidates failed to cover the full range of special interest holidays as set out in the "What you need to learn" section of the specification on Page 128. They also did not explain fully the geographical distribution of the holidays in terms of the reasons for their particular location. Candidates often made sweeping statements such as "cultural and religious holidays are mainly in Northern Europe". Clearly this is not a correct statement or an appropriate one.
In some cases maps were downloaded from the Internet with little or no labelling, annotation or relevant comments on the maps.

Candidates are advised to produce maps showing the *most popular* special interest holidays and where they might be found. Some of the special interest holidays can be grouped together. Features need to be relevant to the specific type of special interest holiday and should be explained e.g. a mountainous snow covered area is an essential topographical feature for a skiing holiday because………

The key requirement is for candidates to show knowledge and understanding through accurately locating special interest holiday destinations on maps and being able to show airports, ports etc. as well as explaining the geographical distribution in terms of regional, national and global spread.

Task B
This task addresses AO2-*apply the knowledge, skills and understanding specified in the subject content.* Candidates are required to produce an itinerary based at *one destination* and explain how the itinerary meets the needs of a selected tourist type. The needs and circumstances of the tourist should be given to the candidates, in order for them to access the higher mark bands. It is advisable for the teacher/tutor/assessor to include complex needs in the pen portrait. Details of pen portraits can be found on Pages 135 and 136 in the Assessment guidance section of the specification and on Page 243 of the Teacher's Guide.

Candidates should produce a clear detailed itinerary, showing research undertaken and *an explanation* which *clearly makes links* between the *itinerary and the needs of the tourist* as outlined in the pen portrait. There should not be large amounts of regurgitated material which has no relevance to the pen portrait or the itinerary. A detailed bibliography should show that their research is from a range of sources not just websites, that it is current and relevant.

The key requirement is for candidates to apply their knowledge and understanding of the key features of a special interest holiday and explain how they link and meet the needs of their particular tourist.

Task C
This task addresses AO3- *use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.* The task requires *two* special interest holidays to be studied; *one involving a tour and one based at one destination.*

Candidates must ensure that they choose *two different types of special interest holidays,* rather than *destinations* which was the case in most work seen. There should be a comparison of features, tourist types and popularity of the two special interest holidays which makes them appealing to tourists. Statistical data should be included and supported by substantiated conclusions.

There should be evidence of a range of research undertaken and acknowledged through a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidates use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence for the higher bands that the candidate has obtained sources independently. This could be a statement from the candidate or assessor indicating how the sources were obtained to confirm the independence.

Task D

This task addresses AO3- *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 assess the factors which influence the popularity and appeal of the *two special interest holidays* studied for task C. Candidates need to be sure of their understanding of the command verb here as much of the work seen was descriptive and generalised in the comments included rather than an assessment. The factors to be considered are stated on Page 130 of the specification. Research should be from a range of sources and identified in a bibliography.

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. A 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 candidates 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 mainly mark band 1 or the lower end of mark band 2. The key weaknesses were the detail in the plan. Many candidates submitted a project proposal, which identified and described the aims rather than describe in some detail. Often the proposal lacked detail. A significant number did not describe the issue.

Task B

Marking of this task was very generous. The plans were often updated in parts however the candidate comments referred to what was achieved or not achieved rather than a updating and rescheduling the plan with new deadlines. In some samples awarded mark band two there were a number of deadlines not achieved although assessor comments referred to all deadlines being met.

Task C
Marking of this task was generous. Evidence of independent research was generally from a simple assessor statement. See comments above regarding type of evidence required. Often research was evident however in some the range was limited. When awarding mark band three there should be clear and comprehensive analysis of the issue and its effects on the travel and tourism industry. Often analysis lacked detail and just gave facts rather than detail. Few gave an explanation of the need to access additional sources. When marks were awarded at mark band two often the analysis was limited and mainly descriptive and had limited analysis of its effect on the travel and tourism industry.

Task D
Marking of this task was generous. This task requires an evaluation. Few candidates presented any detail in their evaluation. Many candidates gave basic recommendations. In some samples there was no strength in the evidence to move beyond the mid point.

Administration
Most centres met the deadline for submission of portfolios for moderation.
OPTEMS forms were generally completed correctly.

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 submit Candidate Authentication Records although there was a few that were not signed. 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/.

Not all centres submitted task feedback sheets as provided on the Edexcel website.

Annotation on coursework is not a requirement but if used to highlight where key evidence could be found e.g. specifically where explanation, analysis, evaluation etc. could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where candidates show detail of the proposal and plan indicating the appropriateness of the timescales set.

In task B individual statement could relate to how well the candidate met the deadlines and used the plan. The assessor could sign the plan at regular intervals.

In task C annotation could highlight where the candidate had referenced sources and specifically where candidates had researched independently. Annotation could indicate where candidates have analysed and the level of analysis.

For task D the assessor could highlight where the candidate had evaluated and given recommendations. When higher mark bands were awarded assessors could have highlighted justification of recommendations and reasoning in the evaluation.

Some centres provided annotation, which was appreciated.

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.

Unit 12: Travel Organisations

There were no entries for this unit in the January 2007 session.

Grade Boundaires

Unit 1: The Travel and Tourism Industry (6987 01)

Grade	A	B	C	D	E	N
Raw mark	64	55	46	37	28	19
UMS	80	70	60	50	40	30

Unit 2: The Travel and Tourism Customer (6988 01)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30

Unit 3: Destination Europe (6989 01)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30

Unit 4: Destination Britain (6990 01)

Grade	A	B	C	D	E	N
Raw mark	45	39	33	28	23	18
UMS	80	70	60	50	40	30

Unit 5: Travelling Safely (6991 01)

Grade	A	B	C	D	E	N
Raw mark	64	55	46	37	28	19
UMS	80	70	60	50	40	30

Unit 6: Resort Operation (6992 01)

Grade	A	B	C	D	E	N
Raw mark	46	40	35	30	25	20
UMS	80	70	60	50	40	30

Unit 7: Responsible Tourism (6993 01)

Grade	A	B	C	D	E	N
Raw mark	62	53	44	35	26	17
UMS	80	70	60	50	40	30

Unit 8: Current Issues in Travel and Tourism (6994 01)

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	24	18
UMS	80	70	60	50	40	30

Unit 9: Working in Travel and Tourism (6995 01)

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	25	20
UMS	80	70	60	50	40	30

Unit 10: Promotion and Sales in Travel and Tourism (6996 01)

Grade	A	B	C	D	E	N
Raw mark	64	55	46	38	30	22
UMS	80	70	60	50	40	30

Unit 11: Special Interest Holidays (6997 01)

Grade	A	B	C	D	E	N
Raw mark	49	42	36	30	24	18
UMS	80	70	60	50	40	30

Unit 12: Travel Organistions (6998 01)

No entries this series.

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