Examiners' Report Summer 2007

GCE

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

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Unit 1 The Travel and Tourism Industry 6987/01

This was the second June series paper and the fourth 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 and understanding	25-35%	Explain, suggest
AO3	Research and analysis	20-25%	Examples you have researched, analyse, explain
AO4	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, suggest, explain, analyse, justify

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

As with previous papers, 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 their ability to make accurate calculations as well as the time available to address all other questions in the paper.

As a result of feedback from centres, the format of the mark scheme for this paper has been amended for this and future series. It is anticipated that this should make the mark scheme more accessible and transparent to candidates and teachers.

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. Please note these are as written by candidates so may include spelling and grammatical errors.

Question 1a)
This was generally well answered with most candidates gaining three or four marks. Most candidates gained maximum marks for the explanation of domestic tourism. For business tourism, most candidates gained 1 mark as this was a typical answer:

When someone travels on business like for a conference or meeting

These were better answers:

When a company sends one of their employees away as part of their work, like to negotiate a contract or attend a sales meeting

When people are travelling away from their home environment but still working as their normal job so they might be attending a conference or visiting another branch of the company

For adventure tourism, most candidates repeated the term adventure and then gave examples such as:

When people go on holiday for adventure such as white water rafting and skiing

Those that gained two marks gave responses similar to this:

When people are looking for excitement and risk and so do activities like white water rafting and caving

Question 1b)
This was generally not well answered. Many candidates spent a significant part of their response describing domestic and incoming tourists. Few candidates made any reference to differences between the types of tourist or how the type of tourist would affect operations. The most popular responses focussed on language issues and the need for websites in different languages or having leaflets in different languages. Some candidates referred to cultural issues and the need for different foods and areas for prayer or worship. A minority referred to issues relating to different time zones.

These were good responses:

The farm may well need foreign language speakers so incoming tourists can not only understand staff, but not feel isolated and to feel welcome. If it were to be an incoming tourist flying by plane or coming by ferry which is more than likely the tourists can be coming at different times of the night something which the farm may not have had with domestic tourists as they will usually set off in the morning and plan to arrive in an afternoon as they don't have as far to travel and will therefore need an all night check-in service available for its customer. Relating back to the language factor, tourists may need visual aids on menus or tourist information to help them understand, or even better the farm could organise different language options with the menus and other written objects because when they were only having domestic tourists it was OK to have everything in English.

If the accommodation attracted the incoming tourists then the business would have to make changes to their facilities to ensure they could create appeal. As the domestic travellers would enjoy and expect traditional English food the business could cater for them easily, however, incoming tourists would have other demands and expectations. They would want their traditional food e.g. Spanish visitors may request their preferred food such as paella. If the business targeted incoming tourists they may have to employ new catering staff or train their existing staff further. Their staff may also have to be trained to speak basic foreign languages as they would need to communicate to their customers whilst they were staying there. As domestic travellers would usually drive to and from the destination by car the business would also be able to accommodate incoming travellers that choose this method to travel. If the incoming tourists choose a different method such as flying the business would have to liaise well with other organisations such as transport providers to arrange ways their customer to be able to reach their destination.
The accommodation may also have to make changes to their services, offering guides/menus/signposts in different languages so that customers can understand.

Question 1c)
This question was quite well answered with many candidates gaining two or three of the four marks available and a significant number gaining maximum marks. Most candidates were able to interpret the statistics available to mark appropriate suggestions for how they could be used. In addition to offering discounts in general, candidates referred to specific ideas for promotion in targeted locations and also to adding new facilities within the farm to attract tourists at times of low occupancy.

These were good responses:

The main tourism to the farm is domestic and from the data overall the most popular time to take a trip in Wales is July to September so the farm should advertise its services the most during the spring months (April – June) and summer months to make sure they are full at the peak time of the year. The least popular time in Wales in January to March and so this is a time when the farm should offer special deals e.g. 2 nights for the price of 1.

The statistics in the first graph show that most trips that occur in their region of Wales happens in July – September therefore to increase the amount of people that stay they should start to advertise around February to March so that it will increase the changes of them choosing to stay there. From the second graph we can see that mainly people from England visit Wales therefore they could advertise more in Northern Ireland and Scotland to increase the amount of people coming from there.

From the chart, most tourists visit the North Wales (where the farm is located) during the summer season (July to September) and Jan to Mar is when the tourists is the least. As a result, the farm should promote itself as a holiday accommodation provider during Jan to Mar in order to increase its overall occupancy rates. However, this may not be possible because there are some sever climate during those months e.g. snow etc. According to the table, most tourists are from the UK so the farm should advertise themselves at the UK market. AS there are very little tourists from Scotland and N Ireland, this means the market is still undeveloped so the farm can promote itself at those regions.

Question 2a)
This question was not well answered. Candidates did tend to address both negative and positive impacts but responses tended to be descriptive and theoretical, limiting the candidate to level 1 marks. Few candidates gave any reasoning for the impacts or related them to the activities of the farm. Answers tended to be general impacts on the rural environment.

This was a typical level of response:

The positive is it can bring more jobs to people in that area. It will bring more media spotlight on the area so more tourists will be aware of the farm so it would be advertised and be on tele possibly in the UK. The negatives is overcrowding the destination could get overcrowded and that will put people off. Also they would be destroying animals habitats because they will be building on their land. Could be destroying the countryside and cutting down trees. Positive is it will bring more money to the area and these would be more than one accommodation provider so people can have a choice where they want to stay.

A level 2 answer was:
Tourists to the farm have a positive effect on the farm's profit in which case in turn it also has a positive effect by making the way of life better, the money helps building work and furnishing so the farm appears more appealing and creates more jobs within the organisations helping it to expand on the other hand whilst building work is in progress this may affect visitor numbers and this would need to happen for more accommodation to be available. Also the effect of more visitors could disrupt the tranquil easy growing vibe of the countryside also they may effect the environment with more building work going on more room is needed so work may take place on areas where wildlife lives. This disrupts the animals and causes them to lose their homes and some event to die.

Whilst some parts of the response does not relate to impacts of tourism, there is some reasoning included.

Another level 2 answer was:

Positive impacts are that in the long term the farmer should receive greater revenue from the increased levels of tourists. Also the local community should also via secondary spending as these tourists are likely to spend there more on gifts in local shops and with the farmer needing more stick it would mean a mini multiplier effect as the farm would buy from the supplier and the supplier needing more staff. However with increased tourists could also create a environmental problem with increase pollution in the form of rubbish, car transfers and walkways/footpaths being over used. The increase traffic from internal (domestic) tourists may also disturb locals and perhaps anger them.

Candidates should be reminded that impacts on a host environment does not refer to only environmental impacts but impacts on all aspects of a host environment i.e. economic, socio-cultural and environmental.

Question 2b)
This question was not well answered. Most candidates gained no marks as they did not fully read the question and gave responses relating to climate instead of economic climate. Many candidates that did respond in relation to economic climate gave very general answers, mainly gaining marks from level 1, with few gaining level 2 marks.

These are examples of better responses:

The economic climate in the UK is currently very stable, however if that were to change then less people could travel to the UK therefore the farm would have to lower its price to attract people to stay. If the value of the £ dropped significantly then more people may travel to the UK as they get better value for money, however business may struggle to survive due to the value of their money and cut back on business meetings and conferences and this is one type of tourist the farm wants to attract. If the government is unstable this could lead to many things such as war which would not do good for the farm unless they advertised as a country retreat from the problems. They may benefit from that however the economic climate is good at the moment and suits businesses such as the farms.

The changes in economic climate can alter how much we earn, how we live and what possessions we have. The farm must adapt to the changes in economic climate because it an effect their visitor numbers, visitor types and profit. If the exchange rate goes up, like soon there will be 2 $ to the £, overseas tourists may not choose to travel to Britain so the farm may suffer from loss of visitors. In this case the farm could change their prices in response to the exchange rate, if it appears higher the farm could reduce its prices to incoming visitors. This also works for domestic tourists, if the exchange rate is low then they may decide to travel abroad to USA and the farm must ensure they do not so any domestic tourist, so they can try and make their destination more appealing through advertising lower pricing and range of activities to offer.

Economic climate is clearly stated in the specification as an example of an external pressure. Candidates should be advised to ensure they fully read the question.

Question 2c)
This question was not well answered. Most candidates were able to identify a specific example of one other external pressure but not give a description showing evidence of research i.e. they failed to give any specific details. Answers mainly related to terrorism with the only specific example referring to 9/11 or September 11th 2001. No further details other than general comments relating to the effect of this pressure were given. Currency fluctuations was another popular example given but with no specific currency fluctuations and general comments relating to how these can affect tourism.

This answer gained maximum marks:

In regard to incoming or outgoing tourism, one external pressure is <u>terror attacks and threats</u>. Since 9/11/01 there have been many negative impacts on the travel and tourism industry. In <u>September 2001</u>, <u>2 places were hijacked</u> and <u>flown into the Twin Towers</u> in <u>New York, America</u>.

The specific points that contribute to the description have been underlined.

Another answer that gained maximum marks was:

Another external pressure would be the <u>civil unrest</u> in <u>Sri Lanka</u>. There is war going on between the '<u>Tamil Tigers</u>' against the <u>government for their independence</u>. There have been a <u>number of shootings</u> and <u>tourists taken hostage</u>. This has greatly affected Sri Lankas tourism industry in a very negative way. Tourists are afraid to travel their and are also being warned by embassies not to go their.

Again, the specific points contributing to the description are underlined. The last two sentences gain no marks as they are not describing the pressure.

Question 3a)
This was generally fairly well answered although most candidates only gained marks from level 1. Candidates focussed on the introduction of access to the internet but failed to give any detail or give any justification. Better responses related to the need to satellite TV to keep up to date with news and share prices, mobile phone masts to ensure visitors can maintain contact when away from home. Many candidates suggested turning the barn into a conference centre but failed to make reference to using technology, as required of the question.

These are examples of good answers:

The farm could use technology to meet the needs of business tourists by creating good internet and telephone communications. This is because a business tourist may always need communication access to speak to clients or work mates. Video conferences are also increasing and therefore the farm would need to have state of the art technology to meet their needs. This is needed because many business people need to contact people abroad who play a key role in conferences and needs to present at that point. Therefore this technology needs to be available. The farm may also have to install televisions in every room with satellite so the business men/women may be interested in the news or stock market channels as this is their profession.

The farm could use technology such as the internet to meet the needs of the business tourists. Firstly they could set up a website that allows business tourist to book over the internet, this is quick and easy which a business tourist needs, as it is often short notice that they will need to travel for work. They could also use the internet by installing internet sockets into the rooms and also by having a wireless internet connection. This will allow business tourists to do work whilst in the farm and also check their emails which would be the main way for them to stay in contact with their workplace. Another technology is the mobile phone. This could be used by business tourists as it is another way that the farm could accept bookings. Another technology the farm could use is sky television this would allow business tourists to keep up to date with the new twenty four hours a day.

Question 3b)
This was answered well, particularly when examples of attractions and hotels was used. A minority of candidates gave no specific organisation (travel agents, tour operators, hotels) and this limited their marks although these candidates tended to offer little detail in their answers.

These are examples gaining high marks:

Disneyland Paris
Disneyland Paris has used new technology instead of having to use a normal key now they use cards to open your hotel room which is done by computer. Also at Disneyland Paris you can use a machine called fast track which prints you offer a time in which to return to the ride and allow you to skip the line. Also they have self check-in computers to allow you to check in to your room by computer. Also around the park they have computer maps which have digital images of here you are and where you are trying to get to.

Dover Discovery Museum
The Dover Discovery Museum has incorporated technology very well. They have touch screen exhibits where you can click on a picture and you get more information about it. It has interactive exhibits for the younger generation e.g. on screen crossword puzzles concerning the exhibit. At each exhibit there are screens for the deaf where the push on button and sign language appears on the screen. They use projectors with powerpoint slide shows about exhibits and you can purchase tickets for tours online.

St Davids Hotel
St Davids Hotel makes great use of many different technologies in the running of the hotel. Firstly, they have electric key system. The keys can be swiped with new codes and blank keys can be coded if one goes missing. They also have a computer service on the front desk which tells receptionists the customers staying in the hotel, arrival and departure times, how many rooms are available etc. Also the mini bar now has an electronic tag system. Instead of a maid having to check what's been used, the mini bar notes as soon as something is removed by the electronic tag keys and then it is put on the computer system and ready on the bill.

Question 4a)
This question was well answered with many candidates gaining maximum marks. Public sector support services was the element of the question that caused candidates the most problems. Some candidates misinterpreted the question and did not give a specific example of an organisation.

Question 4b)
This question was fairly well answered although many candidates gained no marks. MyTravel was the organisation least known. Many candidates lost marks by including both Thomson and TUI.

Question 4c)
This question was fairly well answered with most candidates showing some knowledge of integration but significant numbers gave explanation relating to horizontal rather than vertical integration.

This was a good response:
Vertical integration is the term giving to companies that merge with or takeover another company on a different level of the distribution chain. For example, TUI is a prime example of vertical integration as it has a company on every level of the chain ThomsonFly, Thomson Tour operator, Thomson travel agents.

Question 4d)
This question was not well answered. Few candidates gained more than 2 marks. Most candidates focussed on the level of competition created and/or how the 'middlemen' would be squeezed out of the industry.

These are examples of better answers:

The four largest tour operators do not need to sell to the travel agents any more as they now have the capability to sell online. This changes the distribution as they can cut out the middle man (travel agent) and sell directly to the customer. This way they do not have to pay the travel agents a percentage and grow stronger with travel agents fading away. Also they can create travel agents with their brand name so it boosts their market share and brand image so if necessary taking over smaller businesses. This would turn the current market status of an oligopoly into one where the dominant power is less spread.

The 'Big Four' can affect the chain of distribution as it cuts out the middle men allowing them to sell packages at a lower cost. This will however cause a lot of competition in all sectors especially with travel agents trying to sell their packages at a lower cost to meet any of the big tour operator prices. It also cut a lot of organisations out of the chain of distribution e.g. travel agents and airlines, as customers will buy directly from the tour operator.

Question 5a)
This question was not well answered. Many candidates failed to give a specific example of product development and innovation. Airplanes and transport were popular answers. Explanations of how this has led to the development of tourism were also limited with the focus being on ease of travel.

These are examples of better responses:

Jet airlines introduced in 1964
The jet airliner has helped tourism to develop dramatically. Propellor aeroplanes, previously used were unable to cover distances in as short times as jet airliners. You are now able to fly on long haul flights across the world. Places in Europe can be reached in a matter of minutes or little hours as planes fly faster than before. They are still being developed now for example the A380 capable of carrying over 800 passengers which means cheaper flights can be offered meaning it is more affordable so more people will travel to longer haul destinations. There has been an increase in short break especially in Europe or flying times are so little.

Low cost airlines companies such as easyjet
By an airline company offering flights at such small price this allows people who don't have much money to now be able to travel. Also by adding many different destinations to the routes they travel to allows people to visit a wide variety of different countries a lot easier as most of their flights are direct. This costs people less money and less time.

Question 5b)
This question was not well answered. Candidates demonstrated they had knowledge of socio economic effects but were unable to relate them to the characteristics of the travel and tourism industry. Most candidates simply described the factors or explained how they affected the industry in general terms or the development of tourism. The specification indicates that candidates 'will be able to explain how these factors have led to current characteristics, giving appropriate examples that you have researched from the UK travel and tourism industry. For future series, candidates should ensure they have the level of understanding to make appropriate responses.

These are some of the better answers:

Countries nowadays are becoming wealthier so more people are being tourists. In tourists visiting these areas it brings great economic benefits to them. An example of an area such as this would be the Maldives. The Maldives are a small area of islands which were once not very well known 20-30 years ago. 20-30 years ago people didn't have the money to be able to afford to go to places like this and it was only the rich people but now more people can go there because they have more disposable income. People now also have more free time with paid holidays increasing so they can go further than say Spain which is where people went 20-30 years ago. Thanks to all of these changes the Maldives are now a popular destination to visit. Tourism also brought employment to this area which has helped the islands flourish economically and their inhabitants number have now also risen. Due to tourism less economically developed areas are now flourishing and becoming wealthier so these are now more destinations for the tourist of today.

This answer refers to the current characteristics of tourism having impacts on the host environment:

The travel and tourism industry has had to adapt to change in characteristics of the industry and social-economic factors have helped change this. Tourists are not only interested in relaxing in the sun but as health issues are becoming big they are more interested in adventure holidays like skiing and cycling. This has changed the way the tourism industry is. With this happening it has opened new gaps in the industry for business to accommodate and not making it such as closed industry. This brings in a lot of money for the small specialist companies that only deal with those holidays although already big tour operators have specialist brochures now.

This answer refers to the current characteristic of the industry made up of a large number of small organisations but dominated by larger organisations.

Question 6a)
Responses on the papers indicated that many candidates were attempting to calculate the answer manually. Responses were often incorrect. In most cases, the scale of the response was inappropriate with candidates suggesting answers in hundreds of thousands of pounds.

Question 6b)
This type of question has appeared in each previous paper and there continues to be some improvement with many candidates starting to interpret the statistics and giving reasoning in their responses. There are still significant numbers who are describing statistics and gaining only 2 marks as in this example

The data shows that some visits have increased and some have decreased and it shows the same with spend. In 1999 9826 visits for holiday and in 2004 it decreased showing 9275 visits and in 1999 there were 7044 business customers and it increased buy 2004 to 7470. The spend for holidays in 1999 was 8251 and in 2004 this was lower. The spend by business tourists was 3967 in 1999 and 3082 in 2004.

Better answers were:

The people going on holiday percentage change from 1999-2004 had decreased so had the money they had spent. However, not to the same degree. Some people coming on holiday will be finding it expensive as exchange rates change and therefore the number of people went down by % over a 4 year period however the spend went down by only 2% thi could be reminiscent of the prices increasing and becoming more expensive (eg for the attractions etc). Business travel increased in people but decreased in spend as more business travellers were coming to eh UK perhaps staying for less time this would explain the decrease in spend. VFR increased in both tourists coming and spend however spend increased further. Perhaps this was due to Britain becoming more expensive and the idea that perhaps here were more places to visit/attractions where the VFR tourist could spend money. Or perhaps it would be due to the increase in petrol costs, maybe they would require the use of taxis or car hire and would then be paying more money than in 1999.

The data clearly shows that the number of overseas visitors to the UK has risen from the year 1999 to 2004. This could be a result of the UK adding more attractions for visitors as well as the fact that more people are prepared to travel to visit friends and relatives. Also the amount spent in the UK by overseas visitors has clearly risen *in 2004 and they now spend just less than £1000 more than they did in 1999. From the statistics it is shown that more overseas visitors are spending money on visiting their friends and relatives. This may be due to the good value air fares that are available through using the internet which saves overseas visitors money that they may be spending on other things. There has also been a rise in the money that overseas visitors spend on tourism from the year 1999 to 2004. The UK is basically becoming a more popular destination to visit by overseas visitors.*

The highest amount of percentage change of visitors was VFR with an increase of 39%. This may be due to enablers such as education which informs and promotes the UK to overseas visitors over recent years and so more visits are being made as families come over to visit their children at universities such as Cambridge. The visiting friends and relatives have also sent the largest percentage increase in money spent. This corresponds with the higher volume of visits, as with more tourists increase capital results. The lowest amount of visits was seen in the purpose of study, with a decrease in percentage of 18%. This may be due to newly emerging destinations across the world which are more attractive to schools, colleges and students as it provides new experiences. However this category did not see the lowest percentage change in money spent. The lowest amount of money spent was in the purpose of business which saw a decrease of 7%. This may be due to the lack of need to spend money as their purpose is to meet and communicate with other business travellers.

Unit 2 The Travel and Tourism Customer 6988/01

This was the fourth series for the moderation of this internally assessed unit. This report comments on the marking from this June moderation series. This report will summarise the key issues arising from this series and then 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.

Key Issues
a) Candidates tend to describe the provision of one or more organisations in relation to different types of customer rather than explain how a sector of the industry meets needs. Candidates often do not exemplify, describe or, in some cases, identify needs. Candidates often select a sector but then focus on one or two organisations.

b) Evidence often does not support the mark awarded. There is often no evidence of how the complexity of the situation was dealt or how needs of different types of customer were met. Many candidates do not complete appropriate documentation in all situations.

c) Evidence tends to be theoretical with no reasoning for the proposal given. Proposal often relates only to method and not quality criteria or documentation.

d) Evidence is often descriptive with limited reasoned conclusions. Recommendations are often not included and, where they are included, they lack detail or justification.

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

The tasks are:
a) A description of the needs of customers in one sector of the industry and an explanation of how the organisations in that sector attempt to meet those needs.
b) Involvement with customers in four real or simulated travel and tourism situations including a complaint and completing relevant documentation
c) Propose a methodology for researching the standard of customer service including quality criteria and documentation to be used.
d) An evaluation of customer service in a travel and tourism organisation against quality criteria, giving recommendations for improvement.

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 sectors to investigate. The most popular sectors are still visitor attractions, accommodation and airlines. For many centres all candidates in the cohort selected to investigate the same sector. In a minority of centres, candidates chose to study different sectors. 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). However these must be travel and tourism based; catering is not acceptable although centres are permitted to use a Hotel scenario for one of their role plays.

Centres should note that portfolios presented where travel and tourism organisations have not been investigated will gain limited credit. Assessors are advised to confirm with candidates, their choice of organisation and sector to ensure they have selected one that is appropriate.

Centres should note that tasks c) and d) should be completed and presented as discrete tasks.

Task A
This task addresses AO1 – demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts.

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

Candidates are still not demonstrating an understanding of **customer needs;** some refer to what would be “good” for a disabled person or what groups might “want” rather than how and why their needs were met. Candidates need to show here that they understand what a need is for example something which is “essential” and not optional.

Some candidates are still giving a theoretical overview of customer service and types of customers, which does not meet the assessment requirements.

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 or 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 on 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.

If candidates choose the sector Visitor Attractions, the examples should then be drawn from a range of different types of attractions i.e. built and natural, to show how the sector meets those customer needs, particularly at higher marks.

The same applies to the accommodation sector and the airline sector; a range of types of providers should be covered in order to address the sector. At times candidates would fuse different sectors together for example airline and airports or travel agents and tour operators.

Assessors are advised to break this task into the two clear elements indicated above; one to focus on the needs of the different customers within the sector and one on how organisations within the sector meet the needs, as Candidates tend to still focus on the second part of this task and not address the first part.

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

Unit 3 Destination Europe 6989/01

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

Key Issues

a) Candidates still tend to describe the features of specific destinations and do not give an explanation of the features used to differentiate them, as required of the task.
b) Candidates generally do not show an understanding of the features that give a destination appeal as they are either not describing the features that give their selected destination appeal or are describing all features in the selected destination. Explanation of how the selected destination meets the needs of tourists is limited. Candidates are still selecting holidays rather than destinations to meet the needs of the tourist.
c) Candidates are presenting more analysis in their evidence but they are still limiting their research to the internet and are not referencing any sources of information they have used.
d) More candidates are now assessing rather than describing the methods of transport available but much of the assessment is theoretical and not related to tourist needs.

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

This task targets Assessment Objective 1: the candidate's knowledge and understanding.
It is in three parts:

- Six maps, one for each category 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.
- For each category of destination, an explanation of the features that differentiate them.
- An explanation of the difficulties in categorising some destinations, with examples.

The evidence expected for this task would therefore be six maps; one for each type of destination.

There should be some discrimination in the selection of destinations to be located, between all possible destinations in a category and those that are most popular. This can be achieved through research; for instance the 'Top 10 City Break Destinations'. It is not expected that in each category candidates would locate the same number of destinations; some categories are 'more popular' with tourists and there will be more destinations to choose from. On the maps, if 'symbols' are used they should be an appropriate size in relation to the scale of the map. For instance a small, discreet dot could be used for all categories, except ‘areas’ which should be shown as a defined area. Candidates should research *the most appropriate transport route/s and gateways* used by UK tourists to reach *each destination located*. Where emerging destinations are shown these should be clearly highlighted to show that they have recently become popular. An explanation on the map is not needed. Detail shown should be relevant to the category of destination; for instance for ‘coastal areas’ it could be expected that the seas and oceans are labelled; that air travel would be most appropriate to access many coastal destinations and so airports located would be named.

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. The areas shown will be accurately located as a defined area. On this map, appropriate gateways will be shown, together with the *relevant* transport routes to show *access* to *each* of the destinations located. Evidence would show the most appropriate gateways and transport routes for *this category* of destination. For instance, airports and air travel would generally not be considered appropriate to access countryside areas. Road and rail might be more likely as these destinations are popular with independent travellers and self drive holidaymakers (e.g. campers and caravanners) and people who want to be able to travel and sightsee with their own transport at their own pace. Coach and rail travel are also popular transport methods to access countryside areas. Having reached this decision, candidates will locate their selected countryside areas and research appropriate gateways and transport routes to access them. They could show ferry routes across the North Sea to access northern Europe from the north of England and Scotland and some of the cross Channel routes. Road and rail routes to access destinations from the ports will be shown. It will not be necessary to show airports and all ferry routes. Detail will be added by labelling gateways (ports and rail termini) and including road/motorway numbers for the main arteries. This shows understanding and knowledge of the most popular countryside area destinations with UK tourists and how they would be accessed from the UK. A further five maps would be submitted to address the other types of destinations.

The evidence expected for this task would also include an explanation of the features used to differentiate categories. The features are listed on page 34 of the specification in topic 3.2. Candidates would not be expected to refer to all types of features 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. They will identify which are the most important features for each category by considering why holidaymakers choose to go to different types of destinations. For example in countryside areas, landscape could be considered the most important feature. In their explanations, candidates may include reference to examples of destinations in each category to support their reasoning.

Whilst in the process of categorising destinations, candidates need to consider also the difficulties experienced. This could be recorded and then inform the final part of this task, explanation of the difficulties encountered in categorising destinations. This explanation should make clear reference to features and examples of specific features in specific destinations can be included to support the explanation.

An exemplar of how one candidate has addressed this part of the task for one category will be available on the Edexcel website during the Autumn term.

The evidence submitted showed some improvements since the last series. There was an improvement in attempts to show access to destinations located on maps; generally though, maps had little detail except for the destinations and there were often inaccuracies and omissions. However, many candidates still continued to locate far too many destinations and those selected still included those that would not be recognised as being the *most popular* with UK tourists. Locating too many destinations often resulted in the use of numerical 'keys' with a corresponding list of destinations attached separately or squashed onto the map. This hinders interpretation and accuracy as it does not clearly show the location of each destination. Some destinations continued to be inappropriate although this seemed to be mainly in the purpose built category where campsites and built attractions were selected. Fewer candidates submitted downloaded maps with destinations already located. Destinations were not always labelled accurately. Separate maps of road and rail routes and gateways were presented which did not show access to destinations. In some instances, transport routes, flight times, and airport codes were described on the maps, or on separate sheets, this is not appropriate. Maps showing UK gateways, road and rail routes in the UK were still submitted. This does not show access to the European destinations located and is not appropriate. Similarly, UK destinations do not need to be located. Road and rail routes covering the whole of Europe were common; roads were often not labelled. Overlays were also used to present transport routes and gateways, but tended not to be related to destinations located. There was more evidence of 'emerging destinations' being located on maps, although they were not always highlighted.

There was slight improvement in the explanations; however most candidates continued to describe the features of destinations, rather than explain how they can be used to differentiate them. Some descriptions included profiles of a number of destinations for each category where specific features were described. However, this was not used to show similarities and explain the links between similar features to the process of categorising different types. Whilst examples of destinations are required to access higher marks they should be used to support the explanation. The inclusion of examples does not move the work into higher mark bands it is the explanation that is the discriminating factor. Frequently examples were listed as part of the description.

There was greater evidence of candidates including an explanation of the difficulties in categorising destinations. Where candidates attempted this, difficulties tended to be described rather than explained. Examples of overlaps and destinations that could belong in more than one category were given. Frequently a list of destinations was used for this, but there was little reference to features. Examples should support explanations with reference to specific features in destinations that overlap for the higher mark bands.

Although there were fewer instances in this series, 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 Moderator's reports, 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 ☐ Tourist towns and cities √ Heritage and cultural ☐		Countryside areas ☐ Business and conference ☐ 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
This task targets Assessment Objective 2: the candidate's ability to apply their skills and understanding.

It is in two parts:
- A *description* of the *key features* that give one European travel destination *appeal* to different *types* of tourists.
- An *explanation* of how the recommended *destination* 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.

The emphasis of this task is key features and their link to appeal. It assesses whether candidates can apply their knowledge of key features and appeal to recommend a suitable destination. The candidate should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and circumstances. Complexity can be achieved when individuals have contrasting needs and requirements or there are perhaps limitations and restrictions. A destination, not an island or country, should be chosen, this should belong to one of the categories of destinations used in task A. Candidates should research the features of their selected destination.

They need to discriminate between features that exist and those that contribute to appeal. They need to concentrate on these ‘key’ features. The evidence expected for this task would therefore be in two parts. The description should be of the key features that contribute to appeal and there should be reference to its appeal to the *different types of tourists* as given in the unit specification on page 36. There should also be a clear explanation of how the destination meets the needs of the tourists and *links between specific features* at the destination and needs would be expected.

Compared to the last series, there were fewer instances of a country rather than a destination being selected.

In general, candidates approached this as one task and (if considered at all) they considered features in terms of the tourist in the pen portrait only and did not consider the general appeal of the destination. Candidates tended to describe their chosen destination in general terms or else described all features. For example, if Paris were selected, descriptions of climate would often be included 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 any suggestion that they had identified that these were ‘transport and communication links’ and therefore a key feature important in the appeal of the destination. If a city destination had been chosen this could be a valid key feature; however this was not made clear. There was no clear indication they had selected those *key features* that give the destination *appeal* to show discrimination. The appeal of the destination to *different types of customers* was rarely included. 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. There was less evidence of material being downloaded or copied from websites/travel guides etc. than previously and there was some referencing. Work still seemed disjointed where whole paragraphs of information were quoted and referenced without linking statements or summaries from candidates to produce a cohesive and meaningful description.

Most samples included details of the pen portrait. These offered mainly straightforward needs. Pen portraits frequently required candidates to recommend a ‘holiday’ or ‘short break’ to meet tourists’ needs. Some candidates were given the task of putting together a ‘tailor-made’ holiday. Based on these requirements, candidates submitted brief descriptions/‘travel guides’ of the holiday destination merged with their recommendations. These would include the best dates to travel, which carrier to use, how to travel to the airport, suggested flight times, transfers to the resort accommodation. They often described their recommended accommodation in detail and suggested excursions to meet needs. This does not match the requirements of this task.

Task C

This task targets Assessment Objective 3: the candidate’s ability to research and analyse.

This task is in two parts:

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

For the first part of this task, evidence of research should be provided for *all tasks* a, b, c and d. Evidence expected is a bibliography indicating the sources of information used for research in *each* task. It is also expected that sources are 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 detail would be expected. There should also be evidence that the candidate has obtained information independently. Evidence must be more detailed, 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. Candidates are expected to consult a range of sources for all tasks, beyond the internet. They could consider trade journals, newspaper articles, brochures and travel guides.

The destination selected should belong to one of the types given in the unit specification. For the higher mark bands to be considered, the destination should have recently become popular so factors are mainly current. Suggested factors that have led to the growth in popularity and appeal are listed on page 35 of the specification in topic 3.4; this list is not exhaustive. It is expected that these factors are analysed. Candidates should analyse how each factor has contributed to the growth in popularity. In addition, there should be consideration that some factors can be controlled by the destination itself to maximise popularity and appeal; for instance in terms of government and local authority planning, regeneration, reduced taxes, attracting inward investment, tourism planning, publicity, exhibitions and so on. There should be analysis of what the destination has done to maximise its appeal. Although each factor could be analysed separately, evidence should include analysis of the overall effect of the factors combined. The ‘bigger picture’ should be viewed to show the relationships between each factor, the control of factors and the effect on the growth in popularity and appeal.

There was some improvement overall. Most candidates submitted a bibliography. Information relating to sources such as text books, guides and atlases lacked detail and authors, titles and publisher details were generally not supplied. There was still an over-reliance on websites and little evidence of a ‘range of sources’ being accessed by candidates. Centres are reminded that lots of websites constitute one source of information. Some assessors stated on feedback sheets that research was undertaken independently. This is not appropriate if higher mark bands are to be considered, see above; where independence should be made clear by the candidate. There was improvement however, and some candidates had demonstrated their independence by submitting a ‘research file’ which showed for each task the sources consulted and their usefulness or otherwise. Another technique was where candidates had commented next to each source listed on their bibliography how the information was used. There was evidence to suggest that in some centres research for task C alone is assessed and the requirement for research evidence across all tasks may have been overlooked.

Some candidates still chose countries rather than destinations, although there were fewer instances than in the last series. There were also a few instances where well-established destinations had been selected; this hinders the achievement of the higher mark bands as information tends to be dated.

For the second part of the task, most candidates focused on the factors affecting popularity and appeal as given in the specification. As previously, there were still irrelevancies, for instance historical and economic developments. Candidates did not always address the issue of 'growth' in popularity and appeal and tended to explain or describe why the destination is popular and would refer to factors such as climate. Evidence was mainly descriptive although there was some improvement as some explanation of the rise in popularity, linked to factors was found in a number of samples. Candidates tended to approach each factor in isolation, used headings for each and would conclude with a brief statement. They tended not to consider the overall effect on popularity and appeal; or the relationships between factors and consequences. This is a skill that requires further development.

Where addressed, candidates provided very brief analysis of how the destination had controlled factors to maximise their popularity and appeal. There seemed to be a weakness in understanding of the requirements. Evidence was mainly descriptive. In many instances, reference to control was vague or implicit. Assessors often annotated to show where coverage could be found.

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 often 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 regarding plagiarism.

Task D

This task targets Assessment Objective 4: the candidate's ability to evaluate, draw reasoned conclusions and make justified recommendations.

There is only one element:

- 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 is expected to address different modes of transport against the factors outlined on page 35 in topic 3.3 of the specification. It will relate to how a tourist gets from a departure point to a destination. It should also relate to the needs of the tourist as outlined in the pen portrait. Suitability for all modes of transport will assess the factors (overall journey time, costs, safety etc.) and be matched against the tourists' needs. Candidates should assess all modes of transport even when it may be clear that some will not be suitable. The assessment should give reasons for any unsuitability. The recommended mode of transport should show justification in terms of the extent to which the factors considered meet the tourists' needs. It is expected that candidates should consider the entire journey from the tourists' home to the departure point gateway and also from the arrival point to the actual destination.

It would be helpful if the pen portrait were included with the evidence and that the departure point was clearly stated.

There was an improvement overall. Downloaded routes, route-planners and itineraries were less common and where included, most had been placed in an appendix. Although many candidates still listed 'advantages and disadvantages' for each transport option there were fewer instances. Some used their 'lists' to feed into the assessment. Some candidates continued to give descriptions of routes or else theoretical assessments. Many candidates did not consider suitability in meeting needs against a range of factors but focused only costs, time and convenience. Reference to 'factors' was not always clear. Some candidates had included assessments of methods and/or routes that were unsuitable with reasons linked to needs, showing a range of modes of transport had been assessed.

Details of pen portraits were often included with samples although departure points were not always given. Many pen portraits offered straightforward needs and a destination that was easily accessible from the departure point. There was an improvement in that some pen portraits offered complex needs and circumstances with destinations that had some difficulty in access. Centres often used the examples given the specification guidance (page 44 Assessment Guidance - mark band 3). Some pen portraits were not appropriate, for instance it is not necessary to consider a complex journey with several destinations.

Marking

Generally, marking was generous and often marks from a higher mark band than was appropriate had been awarded. High marks sometimes seemed to be awarded for 'effort and hard work' whilst the evidence did not always match the task requirements or higher mark band criteria. Candidate evidence should be assessed solely against the criteria in the specification. The tasks to be completed are detailed on page 36 of the unit specification, Assessment Evidence. For each task there are three marks bands. The mark band statements do not set the tasks, they outline the assessment criteria. Assessors should first determine the mark band statement that *'best fits'* the evidence submitted. Therefore a 'holistic' approach is needed. The inclusion of evidence that is in mark band 3 (e.g. 'emerging destinations' task A) does not in itself mean the evidence matches the mark band criteria. Note should be taken of command verbs and discriminators for each statement. For example, where task D requires an assessment then if work is descriptive, 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

Overall marking was generous for this task. Maps tended to contain inaccuracies and lacked detail; weaknesses on the 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. However the key weakness for this task, were the explanations that were mainly descriptive. Examples were identified rather than used to support explanations. Mark band 1 was best fit in most cases.

Task B
Marking of this task was generous. The two elements of the tasks were often merged and this hinders achievement of the higher mark bands as descriptions tend to be generalised and lack detail. There was little evidence of discrimination of key features and understanding of appeal to different types of tourist was not evident. Explanations, where included, were brief and or descriptive and tended to explain the suitability of a holiday, rather than how the destination features met the needs. Where pen portraits were not supplied it was not always apparent what the tourist's needs were. Needs were mainly straightforward and 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 in the explanation. As needs are straightforward rather than complex, this is a weakness and marks from the lower end of mark band 2 would be appropriate. In most cases, mark band 1 was best fit.

Task C
Marking of this task was generous. This task requires evidence of *research and analysis*. In many cases, the research element was at mark band 1; sources were limited and evidence of independence was not included. Mark band 2 requires candidates to use different types of sources for their research. Candidates mainly accessed websites. Many candidates submitted bibliographies of the sources used but these lacked detail. For this mark band, candidates are also required to have conducted independent research. See comments regarding type of evidence required. In terms of research, for mark band 2 candidates should also reference their sources. Evidence tended to be descriptive rather than analytical and coverage of controllable factors was superficial. For mark band 2 evidence should be analytical. It is not required that evidence must clearly meet all requirements of mark band 2, to gain marks from mark band 2. However, for 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. Overall mark band 1 was best fit for many.

Task D
Marking in this task tended to be slightly generous. This task requires *assessmen*t. For some samples, mark band 2 was best fit for evidence that was clearly *an assessment of a range* of factors and modes of transport where *complex* needs had been considered and there was some *difficulty* in access to the destination. However, most samples were at mark band 1 with brief assessments that were descriptive and considered limited factors and transport modes and where needs were straightforward and there was no difficulty in access. 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. Theoretical assessments, not related to tourists needs, should limit the marks awarded.

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 can delay 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.

Many centres submitted 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.

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. Ideally, annotation should focus on the Mark Band descriptors and key evidence:

In task a) annotation could be used to highlight 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 and where controllable factors are considered.

In 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 6990/01

This is the third series where there have been entries for this unit. There are reports for each series available on the Edexcel website.

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented. There are four tasks for the unit as shown on page 36 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification and summarised as:
AO1 – knowledge, skills and understanding (task a)
AO2 – application of knowledge, skills and understanding (task b)
AO3 – research and analysis (task c)
AO4 – reasoned judgements and recommendations (task d)

This report will comment on changes observed over previous series, provide a brief summary of key weaknesses in candidate portfolios and give more detailed feedback on the assessment evidence requirements, the accuracy of the marking and the administration.

Changes Observed
It was pleasing to see that evidence presented was more in line with evidence requirements with fewer candidates submitting inappropriate evidence. In task a) more candidates are focussing on a specific area and relating their organisations to their role in supporting tourism. More candidates are producing well structured itineraries with some detail for task b).

Key Weaknesses in Candidate Portfolios
Candidates might find this section useful when planning to produce their evidence for each task or when reviewing their final draft prior to submission.

Task A
Candidates would often specify an area but then only focus on one or two specific towns within that area. Candidates' descriptions of organisations were often general with their role within tourism unclear. Candidates tended to focus on national organisation and omit describing their role in supporting tourism to the local area. Interdependencies and interrelationships was often omitted and if included, evidence was descriptive with no or limited explanation.

Task B
Pen portraits used were often not included in evidence. Itineraries often did not provide tourist(s) with the opportunity to visit different types of destinations. Itineraries often involved staying in one location and visiting attractions. Maps showing the location of destinations in the itinerary were either omitted, had significant inaccuracies in location or were presented as a series of downloaded maps. Features that give destinations selected for the itinerary appeal were often omitted or descriptions failed to demonstrate their appeal. Explanations of how the destinations in the itinerary met the needs of tourists were often limited to a statement indicating a feature would meet the need(s).

Task C
Evidence of research was often limited to a list of web sites and not a range of types of sources. Referencing was a weakness with many tables and statistics presented with no headings or sources stated. Few candidates had any referencing of sources for analysis. Analysis of statistics was often limited with many candidates simply describing the results of each table or graph presented. Few candidates made any links between different data sets or cross referenced data.

Task D
Evidence tended to be descriptive with limited or no link to popularity and appeal and limited or no evaluation. Recommendations were made but these lacked any detail and few candidates were able to make the link to attracting incoming tourists.

Detailed Feedback on Evidence and Marking

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.

Selected areas were mainly counties or Government Office regions although some were more focussed on smaller regions, even specific towns. 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 focussed 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. 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.

Those candidates selecting a large area tended to start at the regional level but then focus on one town within the area. If candidates select a large area, they must ensure they cover the full range of organisations from within that area. For example, if selecting the One North East region, that will include one RDA and the associated tourist board but more than 20 local authorities, two airports, a ferry port, several train operating companies, accommodation providers including caravan and holiday centres, campsites, hotels, guest houses and inns, coach organisations, destination management organisations, destination associations and several colleges and work based learning providers delivering training. This is just a sample of the range and potential number of organisations to be considered and does not include national organisation such as VisitBritain, Highways Agency, CAA etc who also have a role in supporting tourism to the area. This indicates that to achieve marks from mark band 3, where a 'comprehensive description' is required, candidates might find it more appropriate to select a smaller area e.g. Tyne and Wear. With this area, the national organisations still have a role in supporting tourism and there is still the potential to consider a range of organisations but the number of organisations to be described to be considered 'comprehensive' is more accessible.

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 i.e. they were theoretical description and not related to the selected area. Candidates should be aware when they sign authentication sheets that work taken directly from other sources and not referenced is plagiarism and the Joint Council for General Qualification has strict guidelines on how this should be dealt with. Such evidence should not be credited. Generally, where evidence is taken directly from a text book or website, it fails to fully address the requirements of the task and this would limit marks awarded. In addition to much of the evidence being similar to websites and text books, it also tended to be theoretical and not related to their selected area or how the organisation supports tourism to the area. Descriptions of the roles of RDAs, often made no reference to tourism. Descriptions of the role of VisitBritain and DCMS were general and not related to their selected area.

For many candidates, the organisations selected were those in the public sector but there was an increasing number extending their coverage of organisations to private and voluntary sector. These tended to be, however, a description of products and services and not their role in supporting tourism to the area. Few candidates referred to local membership organisations such as tourism partnerships such as the Ashdown Forest Tourism Association or Torbay Hospitality Association.

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

Moderators commented that the location of evidence for the second part of this task i.e. the part relating to interdependencies and interrelationships, could not always be easily located and often was not included. The best evidence was where it was completed as a separate task or where the candidates clearly signposted their examples of interdependencies and interrelationships. Where this part of the task is attempted, evidence still tends to be descriptive, with examples given of where organisations work together but without explanation. If there is no explanation, and evidence is descriptive, mark band 1 is best fit.

As with previous series, evidence was mainly theoretical and descriptive and mark band 1 was best fit although more candidates were making links to their selected area so higher marks were more appropriate. Marking of this task remains 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
- a map locating the destinations selected for the itinerary
- for these selected destinations, the features that give appeal should be described
- an explanation of how their selected destinations meet the needs of tourists as identified in the pen portraits.

For this series, moderators commented that few samples included details of the pen portrait. 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 information provided. Many candidates included detailed information in terms of timings, locations and costs and other information such as details of passport and visa requirements, currency and cultural considerations. Where information is limited, this should affect the marks awarded. Destinations selected were mainly appropriate although often a limited range was presented. 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 previous series, 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. Alternatively, they can submit an outline map of Britain for each destination showing its location.

Many candidates failed to describe the features that give their selected destination appeal. Some focussed on giving a general description of their selected destinations rather than those features that give appeal. In many cases, features were stated rather than described. There was an improvement in the quality of evidence for this part of the task with increased numbers of candidates focussing on describing specific features but this tended not to relate to appeal and therefore candidates were limited in the marks available as for mark band 3 there must be an understanding of the features that give the destination(s) appeal. Where features were described, these were often limited to those presented in the itinerary rather than those that give the destination appeal. 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 of the tourist(s). This is required for mark band 2. 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 link clear. 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 still not showing different types of destination. Information was often detailed. 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. A statement from an assessor stating the candidate sourced information independently is not acceptable, as indicated in previous Principal Moderator reports. 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 previous Principal Moderators reports, 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. Few candidates demonstrated any evidence of research for their analysis of data. Most related causes of changes to key events in 2001 that have been well publicised and documented in text books. Candidates should be advised that as they should focus on current data, they may need to undertake research to draw conclusions as they analyse data.

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

Task D
This is the AO4 task requiring candidates to evaluate, draw reasoned conclusions and make justified recommendations. There should be

- an evaluation of the factors that have affected the popularity and appeal of a selected destination and
- recommendations of how this destination could develop its future popularity and appeal in order to receive more incoming visitors.

Candidates mainly selected appropriate destinations although some selected countries, counties or Government Office regions. Candidates should be learning about types of destinations from the specification and using examples from those. Candidates focussing on inappropriate destinations had their marks limited. Blackpool and London continue to be the most popular destinations selected for this task.

As with previous series, the evidence was mainly descriptive with candidates focussing on 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.

Many 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. There was limited or no attempt to justify any recommendations made.

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.

Administration
Moderators commented that there were a significant number of calculation errors and discrepancies between the marks on the OPTEMS and the marks on candidate portfolios. 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. 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. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website.

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 evaluative statement and where recommendations were justified

General Comments

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

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

Support Materials

Sample documentation, candidate exemplar work with moderator comments and pen portraits will be available on the edexcel website www.edexcel.org.uk will be available in the Autumn term of 2007.

Unit 5 Travelling Safely 6991/01

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 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 the main area of weakness on most papers.

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

Question 1
Q1(a) In most cases the Civil Aviation Authority and Association of British Travel Agents were correctly identified.
The specification states the organisations candidates need to learn. ABTA and CAA are two of the organisations listed.

Q1(b) The majority of candidates attempted this question, but not many were specific about the responsibilities of IATA. Many gave vague answers such as 'checking planes to make sure they are safe.' There was confusion between the role of air traffic control and the role of IATA.
Good answers included 'to set a standard of safety for scheduled airlines globally'. 'To work with airlines to ensure ease of ticketing and fare construction when a number of different airlines are involved.'

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

Q1(c) The vast majority of candidates correctly identified Joint Aviation Authorities. Many understood that this organisation has now been subsumed by EASA (European Aviation Safety Agency). These candidates received full marks.

The specification states that candidates are required to learn about JAA.

Question 2

Q2(ai) This was a well answered question. Candidates who did not gain the maximum two marks usually missed off the six months validity requirement.

Q2(aii) This was a well answered question. Candidates on the whole correctly identified the necessary information, repeated what was in the extract and achieved full marks.

Q2(aiii) This was not a well answered question. Most candidate answers focused on the difficulties the customer would have in entering the country without a passport/visa rather than the implications to the tour operator. Very few identified that it was a requirement of the Package Travel Regulations or ABTA Code of Conduct.
A typical answer that gained two marks - 'because a customer would not be allowed to enter the country if they did not buy a visa and could sue the tour operator for not informing them.'

Q2(b) This was a poorly answered question with few candidates scoring more than 2 or 3 marks. Many misread the question, and took the word 'registering' to mean 'checking in.' Their answers therefore concentrated on double bookings, having enough staff and knowing how many people they had staying. The question requires candidates to look at the implications for hotels of not implementing registration. Candidates were, however, awarded for answers looking at the implications for the country too. An example of a four mark answer can be seen below;
'Egypt does this for security purposes. Recently Egypt has been a hot spot for terrorism. So by registering tourists on their arrival, with the police, it allows information to be gathered quickly if anything does happen. For example a list of missing people can be easily gathered should a terrorist attack occur.'
If the candidate had included a section on the responsibilities of the hotel and implications to the hotel, if these measures are not taken would have allowed access to maximum marks.

The specifications require candidates to learn about restrictions on travel and to analyse the implications for organisations in the travel and tourism industry of failing to implement these restrictions.

Q2(c) Overall this question was answered well with the majority of candidates scoring maximum marks.
Q2(di) This was a well answered question with most candidates identifying 'a bite from an infected female mosquito' as being the cause of malaria.

Q2(dii) Most candidates did gain the maximum two marks available here. They tended to list a vast number of symptoms.

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.

Question 3

Q3(a) Candidates did struggle with this question. If candidates referred to the Enterprise Act they were credited. Some candidates went ‘off track’ completely and talked about ‘Fair Trade’ products, such as coffee and giving growers in developing countries a fair price for it. This is not a travel and tourism issue.

Q3(bi)(bii) These questions were dependent. Some candidates could not identify the Act that had been breached. Those that successfully identified The Trades Description Act answered (ii) with what the theme park should have done about the roller coaster rather than promotional materials. An answer that gained maximum marks can be seen below;

The Trades Description Act:
The company must ensure that all descriptions are a true liking to the products and services they offer. They must also describe the product/service accurately not misleading the customer in any way.
If there is a change made to the products or services advertised then the promotional material must be re-printed quickly and customers that have purchased goods/tickets/services need to be informed and offered a refund.
Companies must carry out checks to ensure that their facilities and services are kept to the standard advertised in their promotional materials and staff must inform management of these changes.’

Q3(ci)(cii) These questions were dependent. This question was better answered that 3(b) with the vast majority of candidates able to identify the Data Protection Act. Candidates also linked the requirements of the Act to practices and procedures in a hotel. An example of an answer that scored maximum marks can be seen below;

The Data Protection Act
They must make sure that this information is protected well by not allowing access to the computer to anyone other than the staff; this could be by passwords that only staff know. The Sun Hotel can also make sure that staff are aware of the importance of this legislation and do staff training so that they understand the implications of breaking the legislation. They must not give out any information about their customers to any third parties that request it such as relatives or other companies without the customers’ permission.’

The specification requires candidates to learn about legal and regulatory requirements including The Fair Trading Act, The Trades Description Act and The Data Protection Act.

Please note that as Acts are updated, candidates are expected to keep up to date with these. For example the Fair Trading Act is now included in The Enterprise Act.

Question 4

Q4(a) Generally well answered. Those who did not achieve full marks either gave two examples and no description, or just repeated the question stem; e.g. ‘a small emergency such as lost luggage’ for which they would only be awarded one mark.

Q4(b) A range of support organisations was given in answer to this question. The most common ones were The British Embassy and Insurance companies. Those relating to tour operators were not acceptable as candidates were asked to describe one other than tour operators. Other organisations given included the FCO, police, Medical Assistance Companies and Airlines. Some candidates mentioned ABTA but were uncertain of their role. Descriptions ranged in detail and marks ranged accordingly. Most candidates scored either two or three marks out of the maximum of three.

Q4(c) Candidates varied in their ability to answer this question. Many just repeated the information given on the leaflet and therefore scored marks from Level 1.
A typical Level 2 answer can be seen below;
'The useful first day holiday hints leaflet is useful because it gives information to the tourist in case of a small scale situation eg lost credit card. It advises the tourist what to do – phone the UK and cancel the card and it even gives the number of the bank.

The leaflet suggests to write down passport numbers. The information given on the leaflet is information that the Travel Agent would not have given them.
It is effective because it is unlikely that tourists would take note of phone numbers to phone in the welcome meeting so it gives a written copy for the customers to keep. Also by providing them with this information it allows the customer to retrieve the information as fast as possible in the event of a situation.'

A Level 3 response can be seen below;
'The useful first day holiday hints is very useful and effective as customers can take advice such as 'keep your valuables in a safety deposit box' as it would reduce the risks of the customer getting valuables such as passports stolen. Giving advice on doctors and medical centres is effective as customers who have an accident whilst on holiday will know exactly what to do and this will reduce the risks of the accident getting worse. Also travellers will know not to drink water and therefore there is less chance of the customer falling ill and therefore not enjoying their holiday.
The advice given on lost/stolen credit cards/travellers cheques is effective as customers will know how to cancel them and there is less risk of them losing money.'

The specification requires candidates to learn to interpret information such as insurance policies and tour operator agreements so as to advise customers on how to deal with a small-scale emergency situation.

Question 5
Q5(a) Most candidates scored well here and could identify two examples of 'force majeure'.

Q5(b) Many candidates struggled to gain more than Level 1 marks here. Candidates often tended to describe what should be done rather than to explain why these actions should be taken. For example; 'the crew of the ship should inform travellers about the situation'. 'The crew should isolate the passenger in their cabin.'
An example of a level 3 response can be seen below;
'For starters they should place the infected passenger in an isolated room so as not to spread the disease more through human contamination.
During this time they should clean any areas that the infected person may have been in and to make sure they are covered up especially their mouths to prevent themselves being contaminated. Also they should contact the seaport that they will be arriving in to make them aware of the situation so that when the cruise ship

arrives medical teams and other professionals necessary are there to contain the disease before it turns into an outbreak. They should make sure that all passengers are calm and for those who had been in contact with the infected passenger to be isolated also as it could be days after they have been infected before the symptoms show, so more of the passengers could be infected without knowing. Also they need to find out where the passenger was in contact with bird flu so they can inform that country.'

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.

Q5(c) those candidates that realised the leaflet would not be seen by passengers before they were at the airport, scored well on this question. However many responses referred to 'having medicals a week before travelling', going to the doctor to learn about vaccinations weeks before travelling'. These were not suitable responses for a leaflet that would be given out after passengers arrive at the airport.
One well structured response can be seen below;

'Airlines could give advice such as not eating bird meat like chicken abroad. They could also suggest that travellers stay out of areas which are affected. They should suggest that travellers should seek medical attention if they have any symptoms. Airline leaflets could also notify travellers what the symptoms are. They could also advise travellers on staying healthy and drinking bottled water in case local water is contaminated. They could also advise travellers to wear mouth masks if there is an outbreak during their visit. The leaflet could also advice them if they are worried about contamination to see a doctor to be checked out before they return so they do not spread the disease.'

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

Q5(di) Overall this section of the question was answered well. Most candidates gave a detailed description of an emergency situation. Common responses linked either to the Tsunami, the terrorist attacks of 9/11 and the London bombings. Some candidates described the foot and mouth outbreak in the UK in the 1990s. Whilst all of these were accepted this series, in the future marks from the higher end may only be awarded for answers where research is current.

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

Q5(dii) This question is challenging and is weighted AO3 which requires candidates to draw on research and show analysis. Many candidates showed a detailed knowledge of how each emergency was dealt with. However much of this was not related to the travel and tourism industry – fire service, government and locals. With the London bombings in particular candidates struggled to relate their answers to how the travel and tourism industry dealt with the situation.
Whilst detailed descriptions from candidates were common, the question asked for analysis. Analysis was generally non- existent. Some candidates gave explanations rather than analysis but the vast majority of candidates provided descriptions.

One typical descriptive, and therefore Level 1, answer can be seen below:

‘On the day of the emergency the Foreign and Commonwealth Office set up an emergency telephone number for anyone to ring up and find out any information about family and friends in countries which were hit. Rapid deployment teams were sent to countries like Indonesia were criticised for not responding quickly enough. These teams helped British citizens get to safety and get the medical treatment they needed. The FCO had to gather tourist information so they could provide travel documentation. Under the EU Package Holiday Directive tour operators had to get all of its customers home if they wanted to. A support package was set up for independent travellers.’

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 6992/01

This is the second year of awarding of this unit. The entries are small compared to other AS units as this is only available for the double AS.

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

Key Issues

Task A
Candidates are now making reference to situations requiring the UK office to liaise with the resort office but explanations for these situations is limited

Task B
Evidence presented does not always support the mark awarded. Evidence related to welcome meetings often does not address the requirements of the mark band statements. Evidence for the selling situation is often limited to an indication of presenting information on excursions during a welcome meeting and not interaction with a customer to determine and match needs. Evidence of dealing with the complexity of a situation is often lacking.

Task C
Although candidates are now included bibliographies there is limited evidence of using this research

Task D
Although fewer candidates are including details of the recruitment and selection process, evidence remains descriptive with limited evaluation.

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 (A.O's) for the qualification. These A.O's are given on page 155 of the specification.

Task A

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

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

The other evidence expected for this task would include an explanation of situations that require the resort office to liaise with their UK office. This should be an explanation showing understanding of the topic. This aspect of the task is an explanation rather than a description. Marks in the higher mark bands should not be awarded when only descriptions are given. Examples accepted could be any situation where the resort office liaises with the UK office. For example 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 still in some candidates work there was lots of information relating to the description of the different types of overseas representatives rather than about the overseas operation. Some descriptions were lacking detail and although less than June 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. Most resort operations activities described were just the examples in the specification.

In terms of the second part of the task then 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 few centres that described the UK operation. This is not required.

More candidates than the previous series were completing what the task required. This was encouraging.

Task B

- Organising and presenting a welcome meeting
- selling an additional service including completion of appropriate documentation
- 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. Self-evaluations are also not required.

The second set of evidence could include a pen portrait and 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. If the selling situation is completed at the end of the welcome meeting then the evidence must relate to the one to one selling situation. Promotion of excursions or car hire within the welcome meeting is not sufficient evidence for this part of the task.

The last set of evidence could be a copy of the pen portrait problem to highlight the complexity of the problem situation and an individual observation record linking to the assessment criteria, complaint form or similar documentation.

Documentation that assessors might find useful for task b) will be available on the Edexcel website.

For all the three parts scripts should not be encouraged, as candidates marks will 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 effectively candidates used materials and engaged the audience. Assessors could make reference to this in the feedback given. Comments just stating this was met is not sufficient to award higher marks within mark bands two or three.

There must be a pen portrait that identifies a customer and their needs and circumstances, so that learners can sell **one** product or service. The candidate should sell a product or service 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 customer in the pen portrait. Observation records should also give sufficient detail to explain how the candidate met/did not meet the needs in the pen portrait. Evidence in this series were still limited in terms of including the 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 example 'Jo found out that the family were busy in the morning but needed an excursion to entertain their son. Jo offered an afternoon half-day activity. The family mentioned their son liked dressing up as a pirate so Jo suggested the half day Island Boat Trip. Jo mentioned to the customer how it met their need of wanting their son to be entertained because she told the customer about the staff on the excursion being dressed as pirates and the fact that the children would be also entertained because the excursion involves a treasure trail when the boat reaches land'.

For some candidates it was not clear that they had individually dealt with a customer or whether the excursions had been promoted 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. The candidate should use the information presented in the pen portrait. There should be assessor's feedback to detail what needs were met and how the needs were met. .

Candidates' involvement in dealing with a situation tended to be basic. Like the previous series there were a number of candidate's dealings with the problem situations that were not realistic or complex i.e. candidates were keen to give money away and resolving problems such as a dirty room by simply changing the customer to another room. Few centres provided evidence of how effectively the problem was resolved. There was limited evidence to determine how the problem was complex. If a situation appears straightforward but the handling of the problem makes it complex e.g. having to deal with the emotions of the customer etc then the assessor must document this to show how and what made the situation complex.

Task C
Research undertaken to complete all tasks.

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

Evidence expected for this task is a bibliography or referencing 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. A statement from the assessor stating the independent research was undertaken is not acceptable.

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. Evidence of this needs to be more specific and clearer. As with the previous series many candidates for task a) either only used one textbook or just referred to names of tour operators. Those that used websites simply gave job descriptions as part of the research evidence however they did not link this to the overseas operation. Many candidates that mentioned tour operators did not source where the research came from. As with June 2006 there was some research that 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. Overall few candidates **used** a range of resources. Most simply mentioned a website or book.

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 still descriptive of the three topic areas and therefore limited to marks within mark band one. More candidates however did focus on the significance in relation to delivering high quality customer service. Overall conclusions were still 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
The accuracy of marking had improved slightly however it was still overall generous specifically in tasks b) and c). 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 one applies, mark band two 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 one or two 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 two is considered best fit and low marks from the mark band should be applied. If mark band one was considered best fit then higher marks can be awarded to credit the conclusions that are made. At mark band three there must be an explanation. At mark band two if there is no explanation however the rest of the evidence is best fit then the lower end of the mark band could be considered depending on the level of description of the overseas operation.

Task A
Marking of this task was generous. Most work submitted was considered best fit either mark band one or mark band two. The key weaknesses were the explanation of situations that require the resort office to liaise with their UK office. Many candidates gave a descriptive with little or no explanation.

Task B
Marking of this task was generous. Welcome meeting evidence often did not indicate 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 or whether they had simply just promoted the excursion in the welcome meeting. For the selling situation documentation should be submitted. More candidates had evidence of this in work compared to previous series. Most problems dealt with appeared straightforward.

Task C
Marking of this task was generous. Mark band two requires candidates to use different sources for their research. This should be from different types of sources eg guides, textbooks, websites etc. Candidates mainly accessed websites. Many candidates submitted bibliographies of the sources used but these lacked detail with textbooks simply listed by title. Candidates are also required for mark bands two and three to have researched independently. Evidence of independent research was generally from a simple assessor statement. See comments above regarding type of evidence required. There were some candidates however that did provide a range of screen dumps with reasons for use which showed some independence which was good however sadly, this evidence did not usually refer to a range of different sources instead just websites. In terms of research, candidates for mark band two and three should also reference their sources. Few candidates referenced a range of sources in the tasks. A few attempted to reference but simply added the source to the bottom

of a paragraph rather than use sources in the text. For mark band two and three evidence should include the appropriate selection of resources.

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. The majority of candidates only gave basic conclusions. The top of mark band one was often awarded however there were often no traits of the higher mark band to justify top marks.

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. 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.

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 candidates show detail of the resort operation description and show where candidates had explained, rather than described.

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

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

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

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 7 Responsible Tourism 6993/01

General Comments
This was the second 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, state, explain
AO2	Application of knowledge and understanding	20 – 25%	Explain, suggest, state
AO3	Research and analysis	25 – 30%	Analyse, 'use examples you have researched', explain
AO4	Evaluation, reasoned conclusions, justified recommendations	25 – 30%	Assess, suggest, explain, recommend, justify

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.

Overview
There were two case study destinations in this paper. There was a destination from the More Economically Developed World that was a fictitious seaside resort in the south of England and the other was from the Less Economically Developed World, Antigua. Whilst two destinations were also used in the January series, in future exam series a range of destinations may be used.

Candidates seemed to engage well with most aspects of the paper and the majority attempted all questions and were able to demonstrate knowledge and a good understanding of responsible tourism. It was felt that further improvements in exam techniques would aid candidate achievement. For example, candidates frequently wasted time and space re-writing the question, this is quite unnecessary. There was a general misunderstanding of command verbs, for instance when asked to 'describe' candidates gave examples or explained; when asked to 'explain' they described; when asked to 'analyse' they give descriptions. There were many instances of a lack of planning when candidates did not actually answer the question until the very end of their response. This resulted in them continuing their response beyond the lines provided, or even writing it on another page. In such instances candidates must indicate to the examiner that they have not finished and where the remainder of their answer is. It was also found that a number of candidates gave lengthy responses (in particular for Question 2a) necessitating the use of additional sheets of paper. This often resulted in candidates losing their focus and did not always gain them any more marks. The space provided on the answer booklet should be sufficient and should guide candidates to how much writing is expected.

Candidates are strongly advised to read the paper first before attempting to answer questions and may benefit from some brief planning of their responses. They could highlight the command verb in each question to help them focus on what they have been instructed to do. Exam preparation could aim to develop some of the higher level skills of analysis and research that are tested and seem to be a common weakness among candidates. In developing these skills and improving exam techniques candidates could be encouraged to produce more structured responses that are succinct and that clearly answer the question.

Question 1ai)
This question was quite well answered by many candidates. It was apparent that this stage of the tourist area life cycle was generally well understood. However, even though candidates were required to 'describe the characteristics', some attempted to relate the stage to the case study material. They did not answer the question; application and explanation was not needed. Candidates need to take more care to read and answer the question. Most struggled to offer a clear description to gain full marks.
An example of a good response:

This stage is when tourist numbers to a destination are increasing and continue to rise. Tourists are attracted by natural and cultural attractions but purpose built facilities are being developed. The area becomes more well-known as a tourist destination.

Question 1aii)
This was well answered and most candidates named the correct stage.

Question 1aiii)
This question was quite well answered by many candidates. It was clear that they realised they needed to refer to the information given in the case study, but many tended to give direct 'quotes'. Full marks were not achieved as most candidates did not offer a clear explanation. For instance:

I gave the stage decline because it says the resort had a 'tired image' and there were 'signs of neglect and decay' and 'visitor numbers dropped significantly.

This could have been improved to gain higher marks by adding a simple explanation:

These are all characteristics of the decline stage and indicate that the resort has lost its appeal.

An example of a better response where the candidate has used their own interpretation and offers explanation:
I have chosen to put Easton by Sea in the decline stage because the visitor numbers were decreasing rapidly. The facilities and amenities were becoming neglected and were in need of re-development. Therefore the resort had lost its appeal which meant it was loosing customers as they were choosing to go elsewhere.

Question 1b)
This question was not well answered by many candidates. Although it was clear that the negative impacts of tourism were well understood by the majority, poor exam technique hindered achievement of higher marks in many cases. As in 1ai, the question simply asks for candidates to 'describe in detail' negative impacts that tourism can bring to resorts like Easton by Sea. Although asked to describe, candidates often gave examples which gain no credit in this question; or else they would explain or give impacts that were not particularly relevant to seaside resorts in the UK. Congestion, pollution and litter were

the most popular answers. When asked to ‘describe in detail’, candidates should recognise this needs more than a description, the emphasis is ‘detail’. They should be selective and understand that they do not need to describe all possible negative impacts. A rough plan could help gain a focus on selecting relevant impacts they can write about in detail. Here a description of four negative impacts could have accessed full marks. By answering the question set, some candidates did achieve this.

A good response:
Tourism can bring many negative impacts to resorts like Easton. For instance the environment may be damaged. Without restrictions, there could be visual pollution - the area along the beaches could become built upon with lots of high rise hotels which is unattractive and totally spoils the views. Areas by the sea tend to provide habitats, nesting sites and food for lots of birds and so those that live along the seashore would be under threat. Numbers would drop as they would have nowhere to live as their habitats would be destroyed by all the buildings and they would be disturbed by all the noise and bright lights at night. Pollution in the sea itself could be a problem if the infrastructure can’t cope and the sewage from the hotels is pumped out to sea. This would threaten marine life and also be a potential health hazard to people swimming in the sea. Birds that rely on catching fish would also be threatened if the sea was polluted. Pollution in the form of litter could be another negative impact. People on holiday may just throw their rubbish away – so paper and trays from fish and chips, cans and plastic bottles may be left on the beach and animals could choke trying to eat this litter or it may be washed out to sea and be a problem there.

Another point to note when preparing candidates for exams is to observe the structuring of the paper and numbering of the questions. As labelled 1b, a new ‘topic’ was being tested here. A not insignificant number of candidates followed on from the theme of 1aiii and wrote about the consequences of the decline stage. ‘Decline’ is not a negative impact.

Question 1ci)
Generally this was well answered by most candidates who correctly named a public and voluntary sector agent within the partnership and gained full marks. The most popular responses were for the public sector - *East of England Development Agency* and for the Voluntary Sector – *Friends of Elwood Pier*.
Some candidates had limited understanding and a number gave the National Trust as being in the public sector. It is expected that candidates would know about the role of the National Trust in tourism management and development. There was little understanding too of Easton Hotels Association some candidates gave them as public sector.

Question 1cii)
This question was not answered well by most candidates. Typical responses gave aims and not roles; referred to differences in funding, or else referred simply to sectors rather than the agents named and gave mainly theoretical responses. The majority did not make a link to the partnership given in the case study or to tourism development. As was seen in the last series, candidates seem to understand the differences but are unable to differentiate between aims (what the agent wants to do) and roles (how they will do it). There was an attempt to use linking statements such as ‘whereas’ to highlight differences, but for many two separate statements were given.

An example of a typical response:

The public sector agent is a non-profit organisation that aims to benefit the local community.
The voluntary sector agent also doesn't make a profit but they may raise money to benefit the local community. They want to make sure everything is environmentally safe.

A better response that relates to the named agents, the partnership and differences in roles:

The public sector agent 'East of England Development Agency' has a role to help develop tourism and to boost the local economy of Easton on Sea, so they could provide funding or a grant to help restore Elwood pier to attract visitors back to the area. By increasing visitors brings in more money. However, the role of the voluntary sector agent 'Friends of Elwood pier' would be to raise awareness that the pier needs to be saved by getting people to sign a petition like 'Save the Pier', or they might organise protests if the pier is threatened with being knocked down.

Question 1di)
Most candidates scored one mark and stated a named agent from within the partnership likely to have conflicting objectives. Candidates tended to name Easton by Sea Council rather than giving 'local authority'.

Question dii)
This question was not answered particularly well by many candidates. Better responses were seen where candidates had chosen Friends of Elwood Pier in 1di and there was an understanding that the Maritime Casino Investment Company had economic objectives and was profit motivated and the FEP objectives were about preservation of the cultural heritage. Where candidates had chosen local landowners, understanding of objectives in this scenario was not clear. Many candidates tended to write about the conflict itself and did not refer to objectives, or else just gave the objectives in general terms.
A typical response:

The conflicts between MCIC and Friends of Elwood Pier would be, MCIC want to make a profit by creating new tourist facilities and bringing more visitors to Easton. So they want to knock down the pier to build a hotel with a casino in it. On the other hand, the FEP want to protect the pier as it belongs to the people of Easton by Sea and is their heritage.

This response could have been improved by a concluding statement that relates to the conflicting objectives, such as:

There will be a conflict because MCIC's objective is economic they want to make money, whereas Friends of Elwood Pier have an environmental objective to preserve the cultural heritage and regenerate the pier.

Question 1diii)
This question was answered fairly well by many candidates. There were many suggestions relating to how working in a partnership could help resolve the conflicts. Ideas presented included regenerating the pier and including it in the proposals and reducing the scale of the planned development. However, some responses were general and gave suggestions without referring to the organisations or partnership, for example:

Keep the pier by improving the safety of it but still go ahead with the MCIC plan but not on such a large scale.

This could have been improved by being focused and more specific, naming the agents and referring to objectives:

The partnership could set up a meeting to discuss the proposals and reach a compromise. By working together MCIC could agree to a smaller marina for 40 boats, and agree to keep the pier, make it safe and regenerate it. Friends of Elwood pier could help by raising funds.

Many candidates do not complete their responses by referring back to resolving the conflicting objectives; here, for instance:

This way MCIC gets what they want and can still make money, whilst FEP will be happy as the pier will be saved.

Question 1ei)
This question was answered fairly well by many candidates. Those who knew the principles often achieved full marks. However, it was clear that some had limited understanding of the concept of a 'principle' and referred to the management of responsible tourism. Where knowledge was limited, these candidates tended to make reasoned attempts about minimising negative impacts/maximising positive impacts. There were fewer references to green, ethical, sustainable and alternative tourism than in the last series.
An example of a good response:
1. *To minimise negative economic, environmental and socio-cultural impacts on the area in order to develop tourism in a sustainable manner.*
2. *To promote the conservation of the natural and cultural heritage of an area, to protect the environment and culture.*

Question 1eii)
This was not well answered by candidates. Candidates were required to 'describe in detail' one tourism development proposal for the part of the resort that included Elwood Pier and Easterly Island. The proposal should build on the resort's history and heritage and conserve the local environment. It should also follow the principles of responsible tourism.
Many approaches were seen and it was apparent that many candidates had failed to grasp what was required. As stated previously, candidates often do not seem to recognise instructions given by command verbs and in this instance gave explanations to justify how the proposal followed the principles of responsible tourism. This was not required. The question required candidates to 'describe in detail one proposal'. Question 1eiii, the next question required an explanation.

One proposal only was required although candidates frequently included a number of proposals, with very little detail. Some candidates focused on possible changes to the way that tourism was managed in the area. Some proposals were inappropriate such as leisure centres, or else used their suggestions for the existing casino and marina proposals.
Where candidates answered the question correctly, some appropriate proposals were given, these included suggestions such as *museum, tourist information centre, guided tour*. Using the information provided in the case study about Easterly Island (the maze of underground tunnels used as a secret base for cracking codes and developing weapons in World War II) candidates described in detail what visitors would find or do at their proposed new development. Suggestions included:

restore the manor house to its former glory and make it into a visitor attraction, like a stately home; the area around the house could be landscaped and turned into gardens. Inside the house there could be displays with information on the Elwood family and how the resort was developed. There could be pictures of the pier in its heyday. Staff employed at the house could be dressed up in period costume from the 1800s and they could provide traditional afternoon teas.
or:
create a museum in one of the outbuildings, this could show the history of the island during the war, with interactive displays such as games to crack codes and exhibitions of the secret weapons developed. Included in the price could be a guided tour of the tunnels.

Many gained high marks for detailed descriptions of an appropriate proposal that could be seen to build upon the history and heritage and/or conserve the environment.

Question 1eiii)
This question was not answered well by most candidates. Whilst it was clear that many understood the principles of responsible tourism, few could apply the principles in any depth beyond simple statements such as:

my proposal follows the principles because visitors will learn about the history.
jobs will benefit the locals.

Candidates needed to be able to justify their proposal with an explanation. Responses were often descriptive, too general and theoretical. Few gave clear explanations; principles were often implied rather than stated clearly.
An example of a better response:

Restoring the manor house on Easterly Island meets the principle to promote the conservation of the cultural heritage, in this case a historic building, because traditional materials will be used to restore it and because the original features and fittings such as windows and doors will be used in the restoration. Paintings, portraits and period furniture could be re-introduced and these will help tourists to learn more about the Elwood family history. This helps promote the conservation of the cultural heritage. My proposal will minimise negative impacts on the environment because nothing is destroyed to create it and it will fit in with the environment and the new gardens will improve the landscape which would have become overgrown and full of weeds.

Question 2a)
This question was answered fairly well by many candidates. The question required candidates to analyse both positive and negative economic impacts of tourism in Antigua and to support answers with examples researched. Generally candidates engaged well with this question and showed some knowledge of the issues of the impacts of tourism on tropical island destinations such as Antigua.
There was evidence that most candidates had knowledge and understanding of economic impacts, in particular the multiplier effect and leakage. Compared to the last series, there was also some evidence that candidates were being more selective in their choice of impacts and planning their responses and there was more evidence of some analysis where candidates were able to access the higher level marks.

Most candidates offered both positive and negative economic impacts. Generally, whilst many candidates could describe and explain each impact they struggled to bring their ideas together to show the relationships and consequences of the impacts overall. Impacts tended to be considered in isolation.

The question requires analysis and where candidates gave descriptions of impacts or quoted directly from the case study with no interpretation marks were limited

A typical example of a basic response:
<u>Positive</u>
It is bringing tourists to the island every year with the figure standing at about 250,000 a year. It has an unbroken coral reef. Water sports may be run by locals.
Tourism is the main earner of foreign exchange. Tourism, financial and government services are key sources of employment and income for residents and foreign workers.

<u>Negative</u>
Pollution from the boats coming in and out will eventually cause the coral reef to break and tourists going there for diving and snorkelling won't go. Locals may be getting some money from tourism but the private all-inclusive hotels may be keeping all the money to themselves and may not be employing locals to work for them.

Here the candidate shows some understanding, despite the reference to environmental impacts. It may be that the response was not planned as it is at the end of the response that there is some basic analysis but the ideas are not developed. There is some attempt to structure the response using headings 'positive' and 'negative'. A clear structure can be helpful to assist candidates in organising their thoughts. It could include an opening statement to 'set the scene' this could include some basic judgement such as -
'Whilst tourism can be seen as bringing many benefits to Antigua, increasing wealth and prosperity; there is a downside and there are many negative impacts to be considered'

Both positive and negative impacts can then be considered in the main body of the response.
Within the body of the analysis, candidates should go beyond describing the impacts to offer some consideration of the effects and consequences. One impact could be analysed in detail, but in simple terms, for example:

One negative impact is leakage. This is where foreign companies set up tourism businesses, such as all inclusive resorts, mainly in countries in the Less Economically Developed World such as Antigua. There are seven all-inclusive resorts on the island. The huge profits earned by these multi-national companies will not stay in Antigua but will be sent back to the MEDW where the company is based. This means that Antigua does not get the full benefit of tourism earnings which is why it is called leakage. If kept *within Antigua, these earnings could be re-invested to improve the infrastructure that would help improve the quality of life for the locals. Furthermore, all inclusive resorts cause even more negative economic impacts besides leakage. This is because the tourists who stay in these resorts never leave them. They do not need to spend money in local shops, bars and restaurants because the resorts make sure they have everything they need. Of course this maximises their revenue because spending remains within the resort. However, if the tourists did venture out, this would benefit locals directly and provide them with some income from tourism. Islanders will have mixed feelings about these resorts because on the positive side they do provide jobs; however these will be menial and low paid, managerial positions will be filled by foreign workers who are brought in.*

This extract outlines the causes of the impacts and details are provided about the effects and the consequences. A technique candidates can develop to help achieve this is by using linking statements to show the relationships and develop ideas i.e. 'this means that', 'such as', 'however', 'this will', 'whereas'.

The analysis could be summarised by a statement offering the candidate's opinion.

Question 2a also assessed research and candidates were asked to support their answers with examples researched. There was some improvement, although as in the last series some candidates did not give any at all, or else just stated a country or region *"like in Thailand".*
However, many examples that candidates gave were appropriate for the nature of the case study, the most popular being *the ban on all inclusive holidays in the Gambia; loss of tourism earnings through leakage over 70% in Thailand;* others gave *employment statistics for tourism in LEDW and other islands in the Caribbean e.g. 51% in St Lucia,*

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 although there were fewer instances than in January.

Question 2b
This question was not answered well by most candidates. Candidates were required to analyse the negative environmental impacts of tourism activities in Antigua with reference to examples to support their answers. Whilst it was evident that there was a good understanding of negative environmental impacts, application was limited and candidates struggled to develop their responses which tended to be descriptive rather than analytical. Many candidates wrote about the negative impacts of tourism in general terms; litter, pollution, environmental damage were popular.

Candidates appeared not to have read the case study information and question carefully. Whilst there was an attempt to apply responses to the case study this was often about cruise ships and jet skis (from the information on page 10) and did not focus on the activities given on page 12 that formed the introduction to this question i.e. sea-canoeing, kayaking, hiking, rainforest tours etc. Information given on page 12 offered clarification 'ecotourism activities' and also hinted 'local environmentalists are concerned that these activities are harmful to the environment'. There were a few candidates that had picked up on this and they were able to offer some analysis, generally considering the extent to which the activities could be considered to have fewer impacts but on the other hand why the environmentalists might be concerned.

Candidates are advised to read case studies carefully, and take heed of the structuring of the material presented. Candidates should also be prepared for different approaches to questions and be aware of possible changes in emphasis.

Some candidates were able to supply relevant examples to support responses such as *footpath erosion and litter on the Inca trail in Peru* as well as some interesting examples of wildlife watching tours and safaris disturbing wildlife.

Where examples were given though, some lacked detail beyond, for example:

like what's happened in Australia on the Barrier Reef.

Some candidates gave examples of the management of the impact and not the impact itself, for example:

numbers of hikers have been limited on the Inca Trail.

Examples that candidates give should support answers, candidates could use a linking statement to make this clearer, such as:

similarly in…' or 'an area that has also seen …' or 'this was also an issue.

For example a coral reef I have researched that has also been damaged by snorkelling is the Great Barrier Reef in Australia. Over the years the huge volume of people snorkelling and touching or standing on the reef has killed parts of it and now restrictions have been imposed.

By referring to the restrictions, regulations, bans or management candidates can justify their responses. The example has been used to support the candidate's response, this is justified because the impact was so great that tourism management strategies had to be implemented to minimise the damage.

Question 2ci)
This question was fairly well answered by many candidates who were able to offer mainly simple ideas relating to *education, zoning and supervision through guides*. Candidates sometimes gave a suggestion; for instance: *tell the snorkellers not to stand on the coral*.

The method/strategy i.e. how this would happen was not clear. Few candidates picked up on the stem of the question and the reference to the government. Examples were not required for this question although many candidates included them.
Some stated or described a method but did not explain how the method would minimise impacts; although where explanations were offered many were basic '*to reduce damage*'. An example of a typical response:

They should have designated areas where people can go snorkelling and diving but have other areas where it is forbidden.

This could have been improved with an explanation to gain more marks, using a linking statement i.e. *"this would mean that at least some of the coral will be preserved in the areas where it is prohibited."*
Similarly:
There should be rules and regulations about touching the reef or breaking bits off to take home as it destroys the reef.

This could be improved, with explanation and by developing the idea; for instance:
The government could introduce a code of conduct that is handed out on leaflets to all tourists when they arrive in Antigua so that they are aware that the coral reefs are fragile and that snorkelling may destroy them. Posters with the code of conduct could be displayed in dive shops and a talk could be given on the boat ride out to the reef. If tourists are made aware, they may be less likely to break bits off to take home.

Question 2cii)
The question was similar to 2ci, but required an explanation of how the negative environmental impacts of hiking could be minimised; candidates appeared to do less well than in 2ci. Explanations were limited and often lots of suggestions were made that lacked detail. Some responses were basic and highlighted a lack of awareness of the nature of the destination and poor understanding of the issues for instance:

the trails should have lots of litter bins.

Again popular responses referred to *zoning, education, designated trails, trail guides and imposing limits.*

Candidates could be encouraged to plan their responses, select the most appropriate management strategy for the case study, consider how to develop their ideas and use linking statements to offer a clear explanation. Two well developed suggestions with explanations could have achieved full marks here and also in 2ci. This was achieved by some.

Question 2d)
This question was not well answered by many candidates who were required to explain two socio-cultural impacts of tourism. This seemed a weak area. Most candidates were able to describe two valid impacts but understanding seemed limited and few explanations were given. Responses tended to be theoretical. Popular impacts were '*staged authenticity*', '*loss of cultural identity*' and '*culture clashes*'; '*crime and prostitution*' were linked as one, although they could have been explained as separate impacts. Some incorrectly gave economic impacts and wrote about employment.

Question 2ei)
This question was answered well by candidates who had learnt about the objectives of tourism development. However there did seem to be some confusion and a lack of understanding as some candidates appeared to have difficulty differentiating between objectives, impacts and principles. For instance, some candidates stated a principle of responsible tourism, rather than a socio-cultural objective of tourism development.
Maximum marks were scored by many who were able to give an appropriate response, worded clearly as an objective:

to encourage positive interactions between the host community and tourists.

Question 2eii)
As in 2ei, the final question assessed knowledge and understanding. Candidates were required to state one political objective of tourism development. As in 2ei), this was answered well by candidates who had learnt about the objectives of tourism development. However, understanding seemed weaker than for the socio-cultural objective in 2ei).

Unit 8 Current Issues in Travel and Tourism 6994/01

This is the second awarding of this unit. New support materials for assessors including extracts of exemplar evidence and documentation will shortly be posted on the Edexcel website.

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

Key Issues
Task a) candidates tend to focus on event rather than an issue. Research plans often have limited detail and candidates do not appear to understand the requirement for 'parameters'.

Task b) evidence for this task is often limited. Candidates tend to submit an evaluation (task d) rather than show they are using their plan.

Task c) candidates tend to use a range of sources of research including primary and secondary sources. Analysis is limited and evidence tends to be descriptive.

Task d) evaluations often referred to the 'issue' rather than their research methodology. Conclusions are mainly straightforward and subjective. Recommendations are limited and lack detail.

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 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.

For task b) the evidence was limited in terms of capturing the updating of the plan. It is recommended that an original plan is submitted for a) and an updated plan showing any of the changes updated by the candidate and regularly reviewed by the assessor be submitted for task b).

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 include 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*** (http://wordnet.princeton.edu/perl/webwn?s=issue***)***

The other evidence expected for this task would 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 then candidates should consider the level of detail included in the plan. For mark band three 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 number of candidates whose research proposal covered an event rather than an issue. For example, the September 11th attack in the USA, Hurricane Katrina and the London Bombings were the focus in some proposals. In some samples candidates described topics and did not consider a specific issue to be the focus for research. For example the proposal described the topic climate change or the topic disease. Whilst these topics may be appropriate, specific issues need to be considered and made clear in the proposal.

The plans were varied in presentation. Some showed detail. The methodologies were often brief. Many methodologies 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. The plan should be submitted before the project is carried out. The plan should not be retrospective as was the case in some evidence. Task d) provides the opportunity for reflection and proposals for change.

Task B
How the candidate worked independently and followed the research plan to meet the aims and timescales. How the candidate dealt with the changes to the plan.

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 two it is expected that the candidate will update the plan not just state what they did. In this series, as with January, many plans tended to just include a description of what was achieved or not achieved. The evidence was limited in terms of working documents capturing and updating usage. Those candidates that did show some changes to the plans often did not show the rescheduling of any aims or timescales. Some candidates appeared to have problems meeting deadlines. In some cases this was documented on the plan but in others the evaluation highlighted problems within the candidates control e.g. ‘I was on holiday so had to extend my deadline’ or ‘next time I will not get behind and leave the research too late’. Whilst some problems were outside the candidates control many related to poor time management. There was little evidence relating to contingency plans. In a few samples, the evidence was simply that the candidate looked for another website.

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 be evidence of research undertaken that links to the research proposal issue. For a few candidates that did not have a clear issue then some of the evidence was difficult to ascertain its purpose. The research should be that as indicated in the plan (task a). For many candidates the methodology did follow the plan but often additional sources were used but with no indication why i.e. the plan was not updated to indicate why additional research was necessary (task b).

Evidence expected for this task is a bibliography or referencing indicating the sources used. 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. In some samples this was evident which was encouraging.

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 (task b).

Evidence of the effect of the issue on the travel and tourism industry or one of its component sectors should be analytical rather than a description of findings of the issue. The quality of the analysis varied. There was some very detailed analysis in some samples yet in others the evidence tended to be descriptive. In these cases there was a tendency to describe the findings and present basic facts rather than to analyse findings. This was not the case in all centres. Whilst some candidates did relate the analysis to the impact on the travel and tourism industry others were general in the content. For example one candidate looked at climate change and the analysis was linked to the issues of global warming and were not linked to sectors such as transport or accommodation, instead they were linked to general issues. Those candidates that looked at events tended to describe the event and the devastation on the destination rather than the effect on the travel and tourism industry or specific sector(s) of the travel and tourism industry.

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 more candidates did evaluate the project as a whole however the content was often very brief. There were still a number however that just evaluated the methodology rather than the whole project. Often the candidate did give detail of the methodology however this tended to be the only focus. In many the acknowledgements of the limitations was brief. Recommendations tended to be made but again these often lacked detail. Few gave justified recommendations. To access the higher marks then learners should give depth in the evaluation and use the evidence to aid objective conclusions. Many did not consider the evidence and simply just wrote a subjective and superficial evaluation of the proposal. For example candidates did not really consider whether the title was appropriate, the parameters used. There was often very limited or no evidence relating to the timing of the project. Some candidates considered the aims of the project but few really evaluated the appropriateness of the aims and how well they met the aims. Some candidates simply just described what they did to meet the aims. In summary recommendations for improvement did vary. Some were basic recommendations such as 'should use more resources next time' whilst a few really considered the suitability of the project and used the evidence to justify recommendations for future projects.

2. 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 one applies, mark band two 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 one or two 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 two is considered best fit and low marks from the mark band should be applied. If mark band one 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 one or the lower end of mark band two. The key weaknesses were often 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 too lacked detail. A significant number did not describe an issue instead a topic or event. Few awarded mark band three included evidence of a plan that explains how the project aims will be met and the research methodology to be used. Evidence tended to be descriptive.

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 the updating and rescheduling of 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. Few showed evidence of the plan been regularly updated. Normally there was just one final plan so it was difficult for moderators to ascertain specifically what was had changed and what was updated. The evidence often did not show the plan was regularly updated. In some centres however, assessors had regularly documented the candidates updating on the plan. This aided the capture of plan updating.

Task C

Marking of this task was usually generous when awarding mark bands two or three. 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. Credit seemed to be given for a range of websites rather than a range of different sources. When awarding mark band three there should be clear and comprehensive analysis of the issue and its effects on the travel and tourism industry. In some evidence the analysis lacked detail and just gave facts rather than detail. Few candidates gave an explanation of the need to access additional sources. In some samples awarded marks at mark band two the analysis was limited and mainly descriptive and had basic links to the effect on the travel and tourism industry.

Task D
Marking of this task was generous. Few candidates presented any detail in their evaluation. Many candidates gave basic recommendations. There were a number of candidates that did not evaluate the whole project instead only the methodology used. There was a tendency to give marks at the top of the mark range yet there were no traits of the higher mark band evident. Some samples awarded mark band two had subjective conclusions.

Administration
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 were a few centres that had to be asked for these. 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.

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. An indication of changes or contingency plans could be highlighted.

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 are awarded assessors could have highlighted where justification of recommendations and reasoning in the evaluation is.

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 6995/01

This was the second series for the moderation of this internally assessed unit. This report comments on the marking from this series. This report will summarise the key issues and 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. Additional support materials will be available on the Edexcel website shortly.

Key Issues

a) Candidates are often completing the task in large groups and so are unable to take on a significant role. Group size of three or four is ideal. Candidates are often submitting too much evidence that is not required, either because it is not relevant to the task or it repeats evidence already submitted.

b) Candidates tend to describe a range of jobs rather than analyse the nature and range of employment opportunities within the travel and tourism industry. Research is generally limited to website and referencing of sources is limited.

c) Career Development Plans generally had limited detail and were not based on the outcomes of a Personal Skills Audit. The Personal Skills Audit tended to lack detail and was subjective with limited supporting evidence.

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

Assessment Objectives

Task A

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

Task B

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

Task C
addresses AO1 and AO4 - *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts and 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 skills 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 to organise a day 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 the topic they were researching for the Current Issues in Travel and Tourism unit to other students. On a few occasions, non travel and tourism events were being organised, for example organising a meal in a restaurant. This is not acceptable.

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 and witness testimonies from both peers and assessors.

Some candidates completed their evidence after the event after it took place and did not keep a diary/log throughout.

Candidates are still giving lots of theory on teamwork for example, Belbin, which is not a requirement of this task.

Candidates need to make sure they have significant role within their team, however this is very difficult if there is a team of 10 students organising a day trip. It often means that candidates are doing straightforward tasks, for example, designing a poster to promote their trip. This is not deemed as a significant role.

There is no need to produce huge amounts of evidence for this task, this can be achieved in less number of pages; candidates should focus on the quality of their evidence and not the quantity of it.

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.

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. Potential difficulties must be identified prior to the event for higher mark bands.

Task B

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.

Many candidates conducted good research and provided a bibliography but not all had used referencing throughout. Websites were still largely used as the only type of source.

Candidates are beginning to cover a range of employment opportunities. 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. However candidates who provided good details of the jobs tended to produce minimal analysis of the opportunities and focussed on descriptions of jobs and limited details of the skills.

Eight different websites is not considered to be a range of sources; candidates should refer to journals, current textbooks, industry specialists, career advisors, employment agencies etc. Candidates need to show evidence that the research has been obtained independently. The majority of candidates evidenced this through the assessor stating that sources were acquired independently or candidates signed the bibliography. This is not acceptable. There should be clear evidence of how the candidate has researched independently.

Task C

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

A wide range of career plans were produced, however some lacked detail and were not clear and often they were disjointed with no clear progression from one stage to the next. Some candidates CDP were focussed in the medium term, steps were not well explained and statements were generalised. Often well thought out and detailed CDP's were not supported by evidence from the PSA.

The second part of the task required the candidate to produce a PSA. The construction of a PSA was carried out with a degree of success. Some however were basic and tended to be subjective as candidates included minimal 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 PSA should then be used to produce the CDP 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 series, 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 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.

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.

Mark record sheets were often not included and at times not completed properly, in terms of the candidate name and number. Centres should ideally 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 6996/01

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

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

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and 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 need 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 the main area of weakness on most papers.

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

Question 1
Q1(a) In most cases candidates did reasonably well on this question. However many candidates confused 'after-sales service' with promotion of other products and services and this cost them marks. The selling of ancillary services such as insurance and foreign exchange, which should enhance the customer experience, is very different from sending them direct mail shots through the post offering customers 10% off if they book another holiday.
A response awarded full marks is outlined below:
After sales service is the service that is provided to customers after they have purchased an item or product. Things such as clearing up any problems customers have, offering them advice if they need it, getting in touch with the customer to make sure everything is OK and offering the customer additional items on top of what they have, such as car hire or insurance.

Q1(b) The majority of candidates could describe two ways that Ely Hotels could provide after-sales service and scored well.
A typical four mark response can be seen below;
Ely Hotels could provide the couple with a gift, possibly on arrival or once the couple have arrived home such as free champagne or a complimentary meal.
A personal telephone call could be made asking the couple how they felt about their stay and whether they had received everything they needed.

Q1(c) Most candidates did score well on this question. However a sizeable minority of candidates described after-sales service rather than to explain the benefits, to the hotel, of providing after sales service. Others tended to concentrate on the benefits of conducting market research rather than on the benefits of providing after-sales service.
One response that achieved full marks is outlined below;
Ely Hotels is more likely to receive customer retention/repeat business and customer loyalty. The customer will feel appreciated and by giving this service they are more likely to spread good word of mouth and have a good impression of the company. The profits of the hotel should rise and they should have a good public image.

Q1(d) This was a well answered question with many candidates scoring maximum marks. See the example answers below;
Ely Hotels recognise that the guest is a repeat customer. This would make the guests feel like they have been remembered and their custom is appreciated. Ely Hotels have offered the guest a complimentary upgrade. This will appeal to the guests as maybe before they have not been able to afford the upgrade. This should encourage the customer to return to the same hotel. 'We look forward to welcoming you back' also shows that the hotel wants their custom. This is an effective form of after-sales service.

Dear Guest is not personal to the customer it is being sent to, so they may feel there is little care or effort put into this.
Using the website in the letter helps promote facilities and events that the hotel provides as they are on the website, giving the customer more information and knowledge. A complimentary upgrade is a great way of showing the customer that they have recognised their loyalty. This will make them want to return again creating greater trust between Ely Hotel and the guest.

The specification states that candidates are required to learn to describe the different selling situations and explain how buyer behaviour can differ in each situation. Candidates should learn the stages involved in the sales process, including after-sales service.

Question 2
Q2(a) Most candidates scored 5-7 marks on this question. Whilst candidates could describe promotions, the majority did not explain how the use of these promotions would achieve the marketing objectives of increasing repeat business by 10% and increasing the proportion of customers in the 18-25 age range to 5%.
The majority of candidates did not refer to promotional techniques and tended to launch into promotional materials, which was a lost opportunity as thought about which techniques best suited the achievement of the very different objectives would have provided focus for the answers.
Overall the second part of this question was better answered presumably because the majority of candidates could identify better with this target market.

A good response for the first part of the question is outlined below;
Give existing customers special offers and promotions to attract them back. Ely Hotels could offer past customers the same product at a reduced cost, that way they will want to come back. If they show past customers new products through a leaflet they may be enticed to try the hotel again if they had a good time.

A good response for the second part of the question is outlined below:
Offer this age group special deals as they are often students or in low paid jobs so discounts will appeal to them. Advertise in magazines like Cosmopolitan as these are the sorts of magazines this age group reads. Have leaflets explaining the city location hotels as they are likely to have clubs nearby which this age group would like.

Q2(b) Most candidates had little difficulty providing two examples of market segmentation and the vast majority scored the maximum 2 marks available.

The specification states that candidates are required to learn about the stages in the marketing process, including setting marketing objectives so that they can explain how different approaches to promotion can be used to achieve these objectives and to learn the different ways used to segment the market.

Question 3
Q3(a)(i) The vast majority of candidates answered this question well and scored 3 or 4 marks out of a maximum of 4.

Q3(a)(ii) This was a poorly answered question. Candidates struggled to apply their answers to the situation and to the objective of increasing the number of customers booking weekend leisure breaks online. Few candidates were able to explain how any of the 4Ps worked together. One better response is outlined below;

To increase customers booking online they must show the product so that people can see it and want it. They must make the price feasible as well by offering a promotion on online booking discounts. This will link product with promotion as the hotel can be seen on the website and price with place as the place where the product can be bought – the website- has a special price.

Q3(b) Candidates varied in their ability to answer this question. Some made no reference to the external economic pressures that can impact on a travel and tourism business such as interest rates, foreign exchange changes and employment costs. Instead they focused on the cost of different marketing techniques for the hotel. Others could outline the external economic pressures but did not take it one stage further to analyse how these might impact on the promotional activities of Ely hotel.
One response that scored at the top end of Level 2 is outlined below;
If interest rates rise for potential customers of Ely Hotels, they should focus their promotional activities on sales promotions as holidays are price sensitive therefore discounted prices/offers will attract customers with limited disposable income.
If the economy is good and interest rates are low then people will have more disposable income and want to spend more on the luxury side of travel and tourism. So this will influence the promotional activities of Ely Hotels as they will focus the promotion on the expensive luxury side of the accommodation being a 4 hotel and having a gym, spa etc. If people have the money they will pay for quality travel and tourism.*

The specification states that candidates will learn about how to develop a marketing mix by describing an organisation's products, price, place and promotion and explaining how these work together to meet the organisation's objectives.
The specification states that candidates will learn to analyse the key factors of the business environment likely to affect promotional activities including economic.

Question 4

Q4(a) Candidates varied in their ability to gain maximum marks from this question. The vast majority were able to gain at least three marks here but missed the opportunity to gain the maximum 6 marks. A 6 mark answer is outlined below;

Advertising – where an organisation pays for advertising which could be on TV, radio, newspaper.

Displays – where promotional materials are presented in an attractive way such as exhibition stand. Often these are at the point of sale.

Sponsorship – where an organisation pays another organisation to have their brand name displayed by their organisation e.g. Thomas Cook sponsors Manchester City.

Q4(b) This question was not well answered by candidates. Many produced theoretical answers about advertising, direct marketing and other techniques rather than to apply their responses to the situation outlined in the question. A sizeable minority described the campaign the Northern Ireland Tourist Board devised rather than making any attempt to analyse. Very few candidates made any reference to the aims of the campaign.

One better Level 2 response is outlined below;

Use of national press is effective as it will be distributed all across the UK helping the tourist board to achieve the aim of increasing market share throughout the UK. The use of direct marketing to existing customers will raise awareness of the short breaks market to the existing market but it will not attract new customers.

The sponsorship of a TV programme in Northern Ireland will raise awareness of the brand, not an awareness of the short break market and certainly won't increase market share in the UK if the programme is only aired in NI.

The specification states that the candidates will learn about the following promotional techniques – advertising, holiday brochures, displays, direct marketing, public relations, sponsorship, sales promotions and personal selling. Candidates should learn to describe each technique and identify where they are being used by an organisation. Candidates will also learn to recommend which techniques are appropriate to meet an organisation's objectives, justifying their choices. Candidates will also learn to evaluate the appropriateness of techniques used by travel and tourism organisations.

Question 5

Q5(a) Most candidates had little difficulty outlining two other promotional techniques that Niceday Cruises could use and therefore collected the maximum 2 marks available.

Q5(b) The majority of candidates did not appear to understand what was expected of them in this question. A level 2 answer is outlined below;

TV over 6 weeks £100k. Seen by mass market. Logo firmly displayed for brand image.

2 newspaper adverts in Sunday papers £5000 Times for AB market and Daily Mail for C1s.

Q5(c) This was better answered than in the last series. However many candidates started to answer this question in 5b and therefore tended to repeat themselves. One response awarded marks from top end mark band 2 is outlined below;

My promotional plan is an effective use of money as both methods are targeting a widespread mass market of customers. As the target market for cruises is normally socio-economic groups A, B and even C1, I believe that the actual target market

which the promotion is being directed at is fairly wide, therefore justifying such spending.
Therefore although initially a high promotional budget would be required, the long term benefits of increased revenue are likely to be achieved through an expected through an expected higher level of interest and bookings occurring. Also as the company and offers would be promoted using these expensive methods and through using the broadsheet newspapers such as The Times, this is likely to convey a positive image to the public that the company is well known, firmly established and offers a more up-market service, therefore the main implication of this is it is likely to reassure the readership and audience that they are dealing with a professional company therefore increasing public perception and meeting the objective to improve the company image.

The specification states that candidates should learn about promotional techniques. 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.

Question 6
This question was not well answered. Many candidates described all the marketing undertaken by an organisation, or one techniques employed by the company. Few candidates were able to outline a promotional campaign. 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 new season. It generally involves the use of more than one technique or material. If candidates looked at a material or all the marketing undertaken by an organisation rather than a promotional 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.

NB. Below are examples to help the teaching of promotional campaigns. Candidates should choose an up-to-date promotional campaign to answer similar questions to this one.

The first response is a typical candidate response.

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 6997/01

This was the second series for the moderation of this internally assessed unit. This report comments on the marking from this series. There was a much greater entry level from centres than in January which has led to a more realistic picture of candidate performance. This report will summarise the key issues and 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 form Edexcel. Further supporting materials will be made available on the Edexcel website.

Key Issues

a) Candidates generally do not show understanding of the requirement to describe and explain geographical distribution. This part of the task is often not addressed.
b) Candidates are often included significant evidence that is taken from websites and does not contribute to the marks awarded. Many candidates are using itineraries available through special interest providers rather than develop their own. The assessment of this task is based on their development of an itinerary.
c) Candidates are considering destinations or specific examples of special interest holidays rather than types of special interest holidays. Candidates tend to describe rather than compare; they do not explicitly link the similarities and differences between the two types of special interest holidays and give no explanation for these if identified.
d) Candidate evidence tends to be descriptive rather than judgemental. As above, candidates tend to consider destinations or specific holidays rather than types of special interest holidays.

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*** **types of special interest holidays** for each task**,** ***one*** is a type of special interest holiday based at one destination and ***the other one*** is a type of special interest 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, such as those listed on Page 128 of the specification.

- There should be a range of different types of holidays with the destinations located accurately and relevantly on maps.
- Key related features should be identified, labelled and annotated
- Geographical distribution should be described and explained
- Providers of special interest holidays and their provision should be included.

We are looking for evidence of candidates' knowledge of what are appropriate destinations for each type of special interest holiday and their knowledge and understanding of what accounts for their geographical distribution and why the key features of destinations are significant. Candidates will also show knowledge of the providers of special interest holidays and the products and services they provide.

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
Many candidates, once again, confused special interest holidays with destinations. This was a real weakness in the work submitted and a serious cause for concern throughout the unit. The tasks asked specifically for 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.

Many candidates failed to cover a wide range of special interest holidays. Addressing those set out in the "What you need to learn" section of the specification on Page 128 would be considered a wide range as they address different types for different types of tourist with different geographical distributions. 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 must show their knowledge of location by locating destinations themselves on outline maps.

Some candidates also just focused on one specific destination for a type of special interest holiday and described key features just for that destination rather than looking at the ***type*** of holiday and how and where the associated key features are found and the reasons for their distribution.

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 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 where candidates have shown they have the potential to achieve higher grades. 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. There will also be examples of pen portraits on the Edexcel website during the Autumn term.

It was pleasing to see that on the whole, most centres did submit pen portraits with the candidates' work, for this series. This good practice should be continued for future series.

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. Candidates should not be credited for any evidence that they have not produced. A detailed bibliography should show that their research is from a range of sources not just websites, that it is current and relevant (credited in task c)). Some candidates did not use original itineraries but based their work on previously produced professional ones. As indicated in the mark band statements, this would limit the marks available. In addition, this did not allow them the depth to gain credit for their research (task c) or originality.

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 much of the work seen. Some candidates focused on one particular destination e.g. London as a cultural destination and compared it with Kenya as a safari destination for example. The candidates then described the features, tourist types, appeal and popularity of these two places rather than focus on the ***types of special interest holidays*** and the features, tourist types, appeal and popularity which are generic to the ***types of special interest holidays*** chosen for the comparison. Many candidates just described the destinations, rather than the comparison which this task required. Statistical data should be included and supported by substantiated conclusions.

There should be evidence of a range of research undertaken, using different types of sources e.g. websites, articles, brochures, trade magazines, travel programmes, newspapers, particularly for Mark Bands two and three, The sources should be acknowledged through a bibliography or terms of reference indicating the sources used in the 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. Independent working could be supported through a statement from the candidate explaining how and why they used the sources, a detailed bibliography or a witness/observation testimony from the assessor indicating how the sources were obtained to confirm the independence of the candidates.

Task D

This task addresses AO3-***plan and carries 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 types of special interest holidays*** studied for Task C. This task should be presented as a discrete task separately from 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 the required assessment. The factors to be considered in the assessment are on Page 130 of the specification. Again most candidates ***described*** two destinations rather than ***two types of special interest holidays***. Little effective use was made of statistical data or other evidence to substantiate the judgements that were being made by the candidates as they attempted to prove the popularity and appeal of the holidays. Again, research should be from a range of different types of sources and should be identified in a bibliography (for task C).

Marking

Generally marking was generous. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three mark 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 C requires a comparison then if work is descriptive, Mark Band one applies. Mark Band two should only be considered appropriate if candidates show they have produced a definite comparison with some substantiated conclusions. “Best fit” would need to be considered where there are descriptions and some attempt at a comparison to determine if Mark band one at the top or Mark Band two at the bottom end is best fit. Strengths and weaknesses in the evidence can then be taken into account when awarding marks from the mark band. Taking the example above, there are clearly weaknesses if Mark band two is considered best fit and low marks from the mark band should be applied. If Mark Band one was considered best fit the higher marks can be awarded to credit the detail and relevance of the comparison and conclusions being made.

Task A

Marking of this task was generous. Many candidates produced clear maps which were detailed and accurate. However, some maps were of poor quality which meant that they were not always easy to read and did contain some inaccuracies and omissions. Some candidates were limited in the locations identified on the maps also. The overall weaknesses were the limited range of special interest holiday types which were addressed by the candidates. These maps generally did not show the geographical distribution on a global scale. Explanations were also not included for this part of the task. Some candidates just concentrated on one area where that particular type of special interest holiday was featured. The identification of providers was an overall weakness in much of the work submitted. Often the tour providers were presented as a list with no link to the types of special interest holidays and no exemplification or detail included.

Task B

Marking of this task was generous. Many more centres included pen portraits this time around which was helpful to the moderation process in linking the evidence of the tourist needs to their original requirements. Some choices of destinations were inappropriate, showing that candidates did not understand the destination areas e.g. The Maldives suggesting that it was a short walk from the island on which the tourist was accommodated, to another island where the shops and restaurants were to be found. Other candidates confused the needs of the tourist in relation to a special interest holiday with their personal needs e.g. there was often a wheelchair involved which could be more suited to the Travel and Tourism Customer unit at AS. Sometimes there was evidence that an existing package had been used and when it was used the candidate focused on the suitability of the holiday and the special interest was more of an after thought. The style of the itineraries was often confusing. Very often there were large amounts of textual information included in the body of the itinerary which should be more of an informative "at a glance" section of the task, where check in and flight information could be shown. In addition, where the pen portraits had complex client groupings requiring different activities on each day to meet the needs of the group, the itineraries lacked clarity as to who was carrying out which activity on which day. Many candidates were unable to give detailed explanations linking the tourists' needs to the itinerary. This part of the task was often included as an after thought.

Task C

Many candidates showed limited types of research sources, relying heavily on the Internet. Evidence of independent research was often a sentence on the task feedback sheets, a statement on the mark record sheet or a basic comment on the work. See previous comments on how to provide effective support for the candidates to support their independent working. To award marks from Mark Band three, the comparison should be comprehensive and the candidates should have used their research effectively and brought statistical data into their conclusions as support for the judgements made about the appeal and popularity of their two chosen types of special interest holidays. Marking was generous for this task overall.

Task D

Marking was generous. Candidates were given credit by assessors for description rather than the required assessment skill for this task. Few candidates assessed the factors appropriately, although a wide range of factors were considered by many candidates. Little use was made of statistical data or other evidence to support and substantiate the assessments being made. In some samples there was no strength in the evidence to move beyond the mid point in Mark Band one. As with Task C, many candidates did not address the task correctly, focusing on two destinations rather than the required two special interest holidays.

Administration

Many centres met the deadline for submission of portfolios for moderation. The 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 were a few which 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.

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

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

In Task A annotation could be used to highlight/identify where candidates have described and explained the key features and the geographical distribution.

For Task B, the originality of the itinerary could be confirmed through annotation and where the explanation occurs linking the tourists' needs to the itinerary.

In Task C, annotation could highlight where the candidates have referenced sources and specifically where the candidates have researched independently. Where the comparison occurs, annotation could be used to highlight this skill in the work.

As Task D requires assessment, annotation could be used to show where the candidates have used this skill and also to show where they have made substantiated conclusions and judgements.

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 Sheet, there should ideally be a front cover stating the name of the 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.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates' portfolios should include a witness statement/testimony, assessment checklist or observation record. This should describe the 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 an observation record is required. It is this substantiation evidence that should be sent to the moderator. Printed versions of documents can be sent in support.

Unit 12 Travel Organisations 6998/01

This was the first series for the moderation of this internally assessed unit. This report comments on the marking from this summer's series. This report will summarise key issues and 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 form Edexcel.

Key Issues
a) Descriptions of the selected organisations tended to lack detail. Often pages of irrelevant background (historical) information was included.
b) The description of the recommended product, service or facility, lacked detail
c) Candidates tended to describe, or submit pages of downloaded information on, legislation.
d) Evidence tended to be descriptive with limited or no evaluation on the degree of influence. Connections between sectors was often omitted.

Assessment Evidence
The tasks for the unit are set within the specification. There are four tasks for the unit shown on Page 141 of the specification. Research needs to be undertaken to complete all tasks as there is a requirement to investigate one sector of the travel and tourism industry and one organisation within that sector. Gaps in provision need to be identified and then a realistic proposal suggested for Task b). Task c) requires an analysis of the extent to which legal and regulatory requirements have affected the operation of the industry. The research gathered needs to be applied effectively in this task to the chosen organisation. Task d) is an evaluation task which considers the degree of influence held by the key organisations within the chosen sector and an evaluation of the connections between that sector and others in the travel and tourism industry.

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

The tasks are:
a) A description of a selected organisation from within one of the sectors identified on Page 141 of the specifications.
- The description of the organisation should include the type, scale and structure of the chosen organisation.
- There should be a description of the organisation's products and services and an explanation of how these meet the needs of the types of customers who use the organisation. From this there should be the identification of the gaps in provision.

b) A proposal should be suggested for a new or adapted product, service or facility to fill the identified gap/s in provision.
- There should be a detailed description of the proposal and an explanation of how it meets customer needs. Diagrams and images can be used in this task.

c) A research task, but there should be research undertaken which underpins all the other tasks in this unit. Legal and regulatory requirements need to be investigated and then analysed in relation to the affect they have had on the chosen sector of the industry.
d) An evaluation of the degree of influence which is held by the key organisations in the chosen sector as well as an evaluation of the connections between the sector and others in the travel and tourism industry.

We are looking for candidates to apply their knowledge for the research that they have undertaken. There does not need to be pages of historical background and theory included in the submitted work. Overall weakness were the lack of detail in the description of the structure of the chosen organisation, the lack of detail in the description of the proposal for a ***realistic*** new product, service or facility and the evaluation of the degree of influence as very often the key organisations of the sector were either just described or not considered in terms of their influence.

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 a description of a selected organisation within a specified sector of the travel and tourism industry and by describing the organisation's products and services. Also, showing understanding by explaining how the products and services meet the needs of their customers and identifying how and why there is a gap in provision.

Many candidates failed to give a detailed description of the type, scale and in particular the structure of their chosen organisation. The structure should include reference to how the organisation is organised and where the lines of responsibility occur and for what. Sometimes pages of downloaded historical background information were included in this task. This was irrelevant to the task. The products and services were sometimes just listed and a range of different types of customers was not considered. There should be an explanation which links the types of customers with the products and services available. From this element of the task knowledge and understanding should be displayed through the identification of where gaps in provision for the customers occur and what they are. Many candidates listed the gaps without relating them to the different types of customers.

The key requirement of this task is for candidates to show knowledge and understanding through their detailed description of a selected organisation, focusing on the type, scale and structure as well as explaining the links between the available products and services, the range of different types of customers who use the organisation and how these products and services meet their needs and what is missing from this provision.

Task B
This task addresses AO2-***apply the knowledge, skills and understanding specified in the subject content***. Candidates are required to produce a ***realistic and relevant*** proposal which is appropriate to fill identified gaps and meet customer needs which should be described in detail. Diagrams and images can be used to support the suggested proposal. Where candidates chose a budget airline like Ryanair and the proposal was business class travel, it was often hard for the candidates to justify the proposal as many of the suggestions went against the whole ethos of the organisation. Some candidates produced PowerPoint presentations for this task but failed to actually address the task fully. Witness testimonies or observation records should be included to support the evidence and effectiveness of the candidates' performance in actually meeting the assessment criteria for the task.

The key requirement is for candidates to apply their knowledge and understanding of the identified gaps in provision and explain how the proposal is linked to meeting the needs of the customers.

Task C

This task addresses AO3-***use appropriate research techniques to obtain information to analyse vocationally-related issues and problems***. The task requires an analysis of the legal and regulatory requirements that have affected the operation of the chosen sector in the industry. Many candidates included pages of downloaded legislation which was not applied specifically to their chosen organisation or sector. Comments could have focused on the effects of the Minimum Wage, Health and Safety at work, maternity and paternity issues for example and how all these could affect the chosen organisation with their implementation. The second part of the task was either not addressed or tackled inappropriately. Candidates should have analysed the effects of the legislation and regulations throughout the chosen sector using relevant examples. This could have been tackled in tandem with the first part of the task, where the analysis was firstly in relation to the chosen organisation and then within the sector.

There should be evidence of a range of research undertaken, using different types of sources e.g. websites, trade and training manuals, articles, newspapers and magazines, particularly for Mark Bands two and three. The sources should be acknowledged through a bibliography or terms of reference indicating the sources used in the 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. Independent working could be supported through a statement from the candidate explaining how and why they used the sources, a detailed bibliography or a witness/observation testimony from the assessor indicating how the sources were obtained to confirm the independence of the candidates.

Much of the research seen in the work sampled relied heavily on web sites and text books.

Task D

This task addresses **AO4 *evaluate evidence, make reasoned judgements and present conclusions* and AO3 *plan and carries out investigations and tasks in which the candidates examine vocationally related issues and problems: gather, record and analyse relevant information and evidence***

Candidates are required to evaluate the degree of influence held by the key organisations in the sector. There should be a clear focus on the way the key players influence the chosen organisation and the sector. If an airline such as Easyjet was chosen then the key organisations which would need to be considered are Ryanair, Virgin Airline and British Airways for example. Candidates should focus on price setting and how the larger airlines now have to follow the lead from the budget airlines in order to stay in business and compete by offering something different which will appeal to the customers. Statistical data or other evidence should be used to substantiate judgements and conclusions made. Candidates mainly described rather than evaluated.

The second part of the task was either not addressed at all or tackled inappropriately. The candidates were expected to evaluate the connections between their chosen sector and other sectors in the travel and tourism industry. The focus should have been on how they can work together, what is the significance between Tourist Information Centres and visitor attractions or accommodation providers connecting together to provide an all round service for the customer. The evaluation should have included which organisations connect more successfully with each other and why. There should have been clear judgements and conclusions made and for the higher mark bands, statistical data should have been used as supporting evidence.

Marking

Generally marking was generous. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three mark 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 C requires an analysis then if work is descriptive, Mark Band one applies. Mark Band two should only be considered appropriate if candidates show they have produced a clear analysis with some substantiated conclusions. "Best fit" would need to be considered where there are descriptions and some attempt at an analysis to determine if Mark band one at the top or Mark Band two at the bottom end is best fit. Strengths and weaknesses in the evidence can then be taken into account when awarding marks from the mark band. Taking the example above, there are clearly weaknesses if Mark band two is considered best fit and low marks from the mark band should be applied. If Mark Band one was considered best fit the higher marks can be awarded to credit the detail and relevance of the analysis and conclusions being made.

Task A

Marking of this task was generous. Many candidates did not go into sufficient detail regarding the type, scale and in particular the structure of their organisation. Many candidates neglected to identify and discuss the sector within which their chosen organisation was taken from. National organisations are better choices than local ones as this can limit the coverage of the criteria by the candidates. The work sampled was often descriptive with limited explanation of how the needs of different types of customers were met by the products and services available. Some candidates had trouble identifying realistic gaps in provision and did not always explain how these were linked to meeting the customers' needs again.

Task B

Marking of this task was generous. For some candidates their gaps in provision lacked thought, depth and detail. For many there was little to link the identified gap with the specific needs of the customer, instead statements such as "the inclusion of a brochure aimed specifically at children will encourage families to book," were offered as an explanation. Sometimes lots of gaps were identified as proposals which were listed with no reference made to needs of customers or any links included.

Task C

Many candidates showed limited types of research sources, relying heavily on the Internet. Evidence of independent research was often a sentence on the task feedback sheets, a statement on the mark record sheet or a basic comment on the work. See previous comments on how to provide effective support for the candidates to support their independent working. To award marks from Mark Band three, the analysis should be clear and well exemplified and the candidates should have used their research effectively and brought statistical data into their conclusions as support for the judgements made about the affect of the legal and regulatory requirements on the organisation and the operations within the sector.

Task D
Marking was generous. Candidates were given credit by assessors for description rather than the required evaluation skill for this task. Few candidates produced comprehensive evaluations for Mark Band three. The evaluations seen in the work sampled demonstrated a lack of detail because candidates failed to show an understanding of the key organisations in the chosen sector of the industry. Little use was made of statistical data or other evidence to support and substantiate the evaluations being made. In some samples there were no strengths to move beyond the mid point in Mark Band one.

Administration
Many centres met the deadline for submission of portfolios for moderation. The 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 were a few which 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.

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

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

In Task A annotation could be used to highlight/identify where candidates have described in detail the type, scale and structure of their chosen organisation and where there is explanation concerning the products and services available and how they meet the needs of the customers.

For Task B, annotation could be used to identify the feasibility of the suggested proposal and where the explanation linking the proposal to customer needs occurs.

In Task C, annotation could highlight where the candidates have referenced sources and specifically where the candidates have researched independently. Where the analysis occurs, annotation could be used to highlight this skill in the work.

As Task D requires evaluation, annotation could be used to show where the candidates have used this skill and also to show where they have made substantiated conclusions and judgements.

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 Sheet, there should ideally be a front cover stating the name of the 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.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates' portfolios should include a witness statement/testimony, assessment checklist or observation record. This should describe the 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 an observation record is required. It is this substantiation evidence that should be sent to the moderator. Printed versions of documents can be sent in support.

GCE Travel & Tourism Grade Boundaries

Unit 1: The Travel and Tourism Industry (6987)

Grade	A	B	C	D	E	N
Raw mark	57	49	41	33	26	19
UMS	80	70	60	50	40	30
Cum %	0.2	2.2	11.2	35.6	65.4	88.6

Unit 2: The Travel and Tourism Customer (6988)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30
Cum %	3.7	10.1	24.8	43.9	66.8	85.0

Unit 3: Destination Europe (6989)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30
Cum %	2.7	7.5	20.2	34.8	52.7	73.5

Unit 4: Destination Britain (6990)

Grade	A	B	C	D	E	N
Raw mark	45	39	33	28	23	18
UMS	80	70	60	50	40	30
Cum %	1.9	5.4	14.5	28.6	48.8	71.1

Unit 5: Travelling Safely (6991)

Grade	A	B	C	D	E	N
Raw mark	63	55	47	40	33	26
UMS	80	70	60	50	40	30
Cum %	0.3	7.6	31.6	60.8	81.0	93.6

Unit 6: Resort Operation (6992)

Grade	A	B	C	D	E	N
Raw mark	46	40	35	30	25	20
UMS	80	70	60	50	40	30
Cum %	2.2	7.4	14.3	28.1	52.3	81.5

Unit 7: Responsible Tourism (6993)

Grade	A	B	C	D	E	N
Raw mark	63	55	47	39	32	25
UMS	80	70	60	50	40	30
Cum %	0.3	3.4	16.5	44.0	70.5	88.1

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

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	24	18
UMS	80	70	60	50	40	30
Cum %	1.4	6.8	18.0	35.8	57.9	79.8

Unit 9: Working in Travel and Tourism (6995)

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	25	20
UMS	80	70	60	50	40	30
Cum %	3.8	7.6	22.3	41.8	63.0	82.5

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

Grade	A	B	C	D	E	N
Raw mark	63	54	45	37	29	21
UMS	80	70	60	50	40	30
Cum %	0.3	0.9	8.1	34.9	68.1	93.4

Unit 11: Special Interest Holidays (6997)

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	24	18
UMS	80	70	60	50	40	30
Cum %	1.6	5.7	18.8	36.7	63.5	83.0

Unit 12: Travel Organistions (6998 01)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30
Cum %	1.0	7.1	18.8	35.3	58.6	79.3

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