

# Examiners' Report

## Summer 2010

GCSE

### GCSE Travel & Tourism (6989) Destination Europe

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This is the tenth series where there have been entries for this unit. Reports for each series are available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Centres can access reports from each of the past series (January and June) and find suggestions on how weaknesses can be overcome, including classroom activities designed to improve performance.

Centres that have been moderated will also find moderator reports available within their centres. Centres are strongly advised to access their individual reports as these offer guidance on the accuracy of marking.

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- Accuracy of the marking and the administration
- Improving performance (taken from the Principal Moderator's Report for January 2010 series)

## Changes observed over the previous series

As seen in January 2010, the majority of work submitted continues to be well organised and the assessment evidence generally easy to find. Appropriate supporting documentation including mark record sheets, assessor feedback sheets and authentication statements were more prevalent.

It was also pleasing to see evidence in candidates' work showing that some centres had acted upon feedback given either through the moderator's reports to centres or from the Principal Moderator's report for previous series. Research evidence is now included by many candidates. All of these helped improve performance and achievement for many. It was also good to find that portfolios are now less 'bulky' and there is more emphasis on quality than quantity. Candidates are clearly focused on the set tasks and submitting only the material that meets assessment criteria.

Some candidates are presenting evidence in the form of role-plays or power-point presentations - particularly for tasks b and c. This is acceptable evidence but as is the case for Unit 2: The Travel and Tourism Customer (6988), this evidence must be supported by detailed observation records and witness testimonies completed by the assessor to show how assessment decisions have been reached.

## 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 166 of the specification.

## Task A

### Assessment Evidence Requirements

This task targets Assessment Objective 1 (AO1): 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 with examples
- An *explanation* of the difficulties in categorising some destinations, with examples.

**The evidence expected for this task would therefore be:**

1. Six maps - one for each type of destination.
2. Destinations to be located are those that are 'key' i.e. most popular. For instance the 'Top 10 City Break Destinations'. Candidates should discriminate between all possible destinations in a category and those that are 'key'.
3. 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.
4. **The most appropriate transport route/s and gateways** used by UK tourists to reach each destination located. Maps do not need to show ALL possible routes and gateways. Candidates should demonstrate that they understand how tourists access each destination by only showing the routes and gateways appropriate to the category. The transport method tourists use to access coastal areas will not be the same as for countryside areas. UK gateways and those in Europe should be labelled as should road/rail routes.
5. Emerging destinations, if shown, should be clearly highlighted to show that they have recently become popular.
6. Other 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 in full.
7. An explanation of how features are 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 in countryside areas, landscape could be considered the most important feature in categorising the type of destination. In their explanation examples of landscapes in the countryside destinations located will be used to support explanations.
8. The evidence for each category will demonstrate that candidates have identified the features that differentiate destinations selected and that they understand that all destinations placed in that category share common features. For instance at the simplest level that all coastal areas share a common landscape feature of being on the coast.
9. An explanation of the difficulties of using features to categorise destinations.
10. Clear reference to features and examples of specific features in specific destinations to support explanations

## Candidate Performance

### Improvements seen this series:

- The evidence submitted continues to show significant improvements since the last series across all aspects.
- Fewer candidates included too many destinations and there was more evidence to suggest the 'Top 10' had been researched and selected.
- Marks awarded are now more frequently at mark band 2.
- More attempts to show access and transport routes to *each destination* located on maps, albeit still a minority.
- Labelling *relevant* routes and gateways rather than all possible routes.
- More detail on maps - such as airport names.
- Fewer candidates describing the features of destinations, more explanations of categorisation.
- Greater use of examples of features and destinations to inform and support explanations.
- Majority of candidates included an explanation of the difficulties in categorising destinations. Examples of overlaps and destinations that could belong in more than one category were given.

### Good practice that helps achievement:

- Clear labels on the maps themselves- destination names, names of roads, airports etc. It is clear that some candidates plan the layout and labelling of their maps by researching destinations and routes first to decide on an appropriate size of map and labels.
- Where emerging destinations are underlined or given a different symbol linked to a key to show 'recently popular'.
- Examples are used to support explanations of difficulties with reference to specific features of the destinations that overlap.

### The common weaknesses hindering achievement are:

- Maps that show 'obscure' destinations rather than the most popular.
- The location of countryside areas on maps. They are either vague, inaccurate or else mountain ranges and not appropriate.
- Some candidates are still including too many destinations leading to indecipherable maps and complex keys.
- Maps without labels that rely upon complicated numbering/alphabetical codes and keys with place names and labels on separate sheets.
- Maps showing European rail and road networks without labels; where access to destinations and relevance of transport method has not been considered. As in the last series, candidates are still unnecessarily showing all possible transport

- routes for each destination category. They should choose the most appropriate transport methods and relevant gateways for each category.
- Where separate maps of UK networks and gateways are included, they do not show how to access destinations located.
  - Maps that show UK gateways but European gateways are not shown.
  - Explanations do not always relate to the features as given in the unit specification.
  - Detailed descriptions of destinations rather than explaining how features are used to categorise destinations.
  - The lack the detail and reasoning (needed to access mark band 3) in the explanation of the difficulties found in the differentiation of categories, many were just one short paragraph.

## Task B

### Assessment Evidence Requirements

This task targets Assessment Objective 2 (AO2): the candidate's ability to apply their skills and understanding.

It is in two parts:

- A *description* of the *key features* that give the selected 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 of destinations and their link to appeal. It assesses whether candidates can apply their knowledge of key features and appeal to one destination and whether they can make recommendations to show that the destination is suitable in meeting tourists' needs. The candidates should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and circumstances.

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 (i.e. those that contribute to appeal).

### The evidence for this task would therefore:

1. Be submitted as two quite distinct parts
2. Identify the **key features** of the selected destination that contribute to appeal.
3. Describe the **key features** of the selected destination that contribute to appeal.
4. Make reference to the appeal of the selected destination and its key features to the **different types of tourists** as given in the unit specification on page 34. This should NOT relate to the tourists in the pen portrait.
5. Include a **separate** and clear explanation of how the destination and its features meet the needs of the tourists as outlined in the pen portrait.
6. Include **links between specific features** at the destination and tourists' needs.
7. Explain how, for the higher marks, complex needs have been met.

### Candidate Performance

It is disappointing to see that candidates still seem to be struggling with this task. Principal Moderator Reports from past series provide some tips on how to improve achievement.

The main reason for a comparative under-achievement in this task would seem to be that the task requirements are not being met.

For many, the starting point of the task seems to be the pen portrait rather than the appeal of the selected destination. This then means that many candidates continue to approach this as one task not two. They tend to consider features in terms of the tourist in the pen portrait only. There is little reference to the destination's appeal or consideration of other types of tourists.

Whilst the choice of destination may be determined by the needs of the tourists, once the destination is chosen, the pen portrait should be put to one side. The first task is to research the key features that give the destination appeal to different types of customers. This information should form the first part of the task.

### Improvements seen this series:

- There was some improvement compared to the last series, in particular there were fewer instances of a country rather than a destination being selected.
- A minority included an introduction to their description that identified the key features giving appeal.
- Some candidates had considered the overall appeal to different types of tourists within their descriptions.
- An improvement was seen with the inclusion of pen portrait details in the majority of samples.



### Good practice that helps achievement:

- Including an introduction to the description in which the key features are identified with an indication of why other features do not contribute to the appeal of the destination. This makes it apparent that key features have been discriminated and higher mark bands could be considered.
- Evidence of understanding and application is shown most convincingly where there is less reliance on 'screen shots' and candidates use 'their own words'.

### The common weaknesses hindering achievement are:

- The description and explanation are merged - resulting in descriptions that lack detail and limited explanations.
- There is too much emphasis on the pen portrait, which is only one aspect.
- Key features that contribute to appeal are not discriminated.
- The appeal of features at the destination to different types of tourists is not considered in the description.
- Some candidates simply do not describe the features that give their selected destination appeal at all.
- Some describe all features in the selected destination rather than those that are 'key' in giving appeal.
- Some give theoretical descriptions of how destinations in general appeal to different types of tourists.
- Many pen portraits still refer to recommending a holiday and evidence relates to the components of a holiday. For example - under the feature 'transport' candidates write about the options in terms of carriers, timetables and costs, for 'accommodation' they select suitable accommodation rather than considering the destination's provision of accommodation, under 'attractions' they write about what tourists can do, day trips etc.
- Pen portraits with 'wants' not needs (needs are essential requirements that must be met).
- Complexity is not clearly addressed.

Features are given in the unit specification, see 3.2, page 34. Different types of tourists are suggested in the unit specification, see 3.3, page 34
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## Task C

### Assessment Evidence Requirements

This task targets Assessment Objective 3 (AO3): the candidate's ability to research and analyse.

The task is in TWO parts:

Evidence of research undertaken for *all* tasks a,b,c,d  
and

An analysis of the factors that have led to the growth in popularity and appeal of *one* European travel destination *including an analysis* how the destination has controlled factors to maximise their appeal and popularity.

The evidence expected for this task would therefore be:

1. Evidence of research for *all tasks* a, b, c and d
2. A bibliography for each task indicating the sources of information used for research
3. Referencing of sources used within the work submitted for *each* task.
4. The level of independent working; for higher marks evidence of independent research from the candidate endorsed by the assessor.
5. Evidence to show that a range of sources have been used e.g. maps, trade journals, newspaper articles, brochures and travel guides or from primary sources such as guest speakers/interviews. Details should be in the referencing of work as well as bibliographies.
6. A selected destination that belongs to one of the types given in the unit specification.
7. A selected destination that has recently become popular, for the higher mark bands to be considered.
8. An analysis of how each factor has contributed to the growth in the popularity and appeal of the destination (suggested factors can be found on page 35 of the specification, 3.4).
9. Consideration of the factors that 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.
10. An analysis of what the destination has done to maximise its popularity and appeal.

## Candidate Performance

### Improvements seen this series:

- Evidence of research was better evidenced.
- Most candidates submitted a bibliography for at least one task.
- As in the last series, a few candidates had submitted a 'record of research' together with a signed statement by the candidate to confirm independence countersigned by the assessor.
- Most candidates had referenced some of their work, predominantly task c.
- Most candidates focused on the factors affecting the growth in popularity and appeal as given in the specification.
- There were fewer irrelevancies of historical and economic developments.
- There was improvement in the analysis. Evidence was generally less disjointed 'cut and paste' submissions than in past series.
- Analytical skills were evidenced where candidates used 'their own words'.
- There were some examples of clear and detailed analysis supported by current information.
- Fewer candidates chose countries rather than destinations.

### Good practice that helps achievement:

- Bibliographies that are detailed, showing date of research and usefulness.
- Candidates that include referencing within the body of the text itself rather than just stating a source.
- Use of a footnote system to show referencing.
- Evidence that shows independent research - research logs and statements.
- Referencing that clearly gives details of different sources being accessed, not just the Internet.
- Where there is a structure to the analysis with an introduction and conclusion.
- The analysis of controllable factors is presented under a separate heading.
- A useful technique is to identify the factors that are controllable and use this as the starting point for the analysis.

**The common weaknesses hindering achievement are:**

- There continues to be an over-reliance on the Internet for research. Centres are reminded that lots of websites constitute one source of information and higher marks are not appropriate.
- Referencing tends to be found only in task c) and is limited to identifying sources.
- Research is evidenced by many through bibliographies alone.
- Candidates do not provide sufficient evidence to show independent research.
- Evidence of independence often relies on a comment on the assessor feedback sheets. This is not appropriate if higher mark bands are to be considered; where independence should be made clear by the candidate.
- Candidates continue to select well established destinations rather than those that have recently become popular. Where well-established destinations are selected candidates should justify their choice by providing current data to show that the destination has recently become even more popular.
- Some candidates do not analyse the 'growth' in the popularity and appeal and tend to explain or describe why the destination is popular.
- Many candidates provide a mainly superficial analysis of how the destination had controlled factors to maximise their popularity and appeal. Some are still incorrectly referring to Destination Management Companies.
- Candidates tend to approach each factor in isolation. They tend not to consider the overall effect on the growth in popularity and appeal; or the relationships between factors and consequences.

In June 2006, moderators accepted a statement from the assessor that the candidate obtained sources independently. The Principal Moderator's reports since have stated that in the future, **evidence must be more detailed to access marks beyond the mid/entry point of mark band 2.** This could be a detailed statement from the candidate endorsed by the assessor that indicates how the sources were obtained and what help, if any, was provided to confirm that research was conducted independently.

It is not expected that candidates use the Harvard referencing system precisely although some similar format with detail would be expected.

## Task D

### Assessment Evidence Requirements

*This task targets Assessment Objective 4 (AO4): 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.

### The evidence expected for this task should therefore:

1. Assess different modes of transport against the factors outlined on page 35 in topic 3.3 of the specification.
2. Relate to how a tourist gets from a departure point to a destination.
3. Consider the entire journey from the tourists' home to the departure point gateway and also from the arrival point to the actual destination.
4. Relate to the needs of the tourist as outlined in the pen portrait.
5. Consider for suitability all modes of transport against different factors such as overall journey time, costs, safety, convenience, security etc. Each factor should be matched against the tourists' needs.
6. Assess ALL modes of transport even when it may be clear that some will not be suitable.
7. Give reasons for any unsuitability in terms of transport modes considered.
8. Make recommendations for one mode of transport that is justified in terms of 'the extent to which' the factors considered meet the tourists' needs.

### Candidate Performance

This task is possibly the most successfully completed of all and many candidates continue to achieve mark band 2 and mark band 3 marks.

### Improvements seen this series:

- Work was more evaluative than descriptive.
- Fewer candidates gave descriptions of routes or else theoretical assessments.
- Details of pen portraits were often included with samples and departure points were usually given.
- There was an improvement in that most pen portraits offered complex needs and circumstances with destinations that had some difficulty in access.

### Good practice that helps achievement:

- Demonstrating assessment with the use of linking statements and phrases, e.g.
  - *'this will be suitable because'*
  - *'this means that'*
  - *'I don't think this would be comfortable and is totally unsuitable'*
  - *'this is good because it means'*
- Using a structured format for the assessment. For each mode considered, subheadings of each factor are given and candidates are able to assess suitability against each factor guided by the headings.
- Where the pen portrait details are included with the evidence and the departure point and destination is clearly stated.
- Where candidates include an 'introduction' that identifies the complex needs of the tourists in terms of travel.

### The common weaknesses hindering achievement are:

- Lists of *'advantages and disadvantages'* for each transport option. This is not appropriate for an evaluation
- Many candidates still did not consider suitability in meeting needs against a **range of factors** but focused only on costs and time.
- Reference to 'factors' was not always clear.
- Recommendations of where to stay, descriptions of hotels. This is completely irrelevant to this task and should not be included.
- **Unsuitable pen portraits**, for example-
  - complicated journeys rather than complex needs
  - two destinations or stopovers en-route to collect another friend/relative e.g. two nights in Paris then onto Avignon
  - journeys to destinations in the United States
  - tours with several destinations
  - pen portraits where tourists in the group must travel by different modes
  - Needs that limit the transport options considered whereby only one option is suitable and so candidates do not cover a range of options e.g. 'client will only travel 500 miles in a car'. Candidates must consider all options, if an option is not suitable an assessment should still be provided.

Please note that centres often use the examples given in the specification guidance (page 45 Assessment Guidance - (d) mark band 3). However the travel and tourism industry is dynamic and constantly changing. A popular journey used to meet the mark band 3 criteria is the one from *Barcelona to Florence*. At the time the specification was written, direct flights were not possible. Now that they are, centres are advised to select a different journey where direct flights are not possible to present candidates the challenge of 'some difficulty in access' and meet mark band 3 requirements. It is pleasing to note that this advice has been accepted by many centres and suitable alternatives were seen.

### Accuracy of Marking

Generally, marking still tended to be generous although there was some evidence that the '*best fit*' assessment model was being applied. Details of how to apply the best fit model are well documented in previous reports.

However, high marks sometimes still seemed to be awarded for 'effort and hard work'. 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.

**NOTE: The mark band statements do not set the tasks, they outline the assessment criteria.** When task requirements are not met (e.g. Task b) this limits achievement.

As seen in the last series, there was some evidence of harsh marking within Mark Band 1. Marks below the mid/entry point are appropriate if there is little evidence that meets the assessment criteria. If a task is incomplete or missing these weaknesses can be balanced against any strengths in evidence.

#### *Task A*

Overall marking was slightly generous for this task. Weaknesses on the maps were often the accuracy of the locations of destinations and lack of detail. Also transport routes and gateways shown were not 'appropriate' (i.e. relevant to the category) and labels absent. In the explanation, whilst examples of destinations and features 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.

Mark band 2 was best fit where maps have detail, accuracy and relevant routes are shown to each 'key' destination and where there is explanation of categorisation with reference to features that includes examples and where there is also explanation of difficulties with examples.

#### *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. There was little evidence of discrimination of key features and understanding of appeal to different types of tourist was not evident in most cases. Explanations were often brief and/or descriptive. Some tended to explain the suitability of a holiday, rather than how the destination

features met the needs. Needs were mainly straightforward. Mark band 2 could only be considered if the key features had been described in detail and there were clear links between features and the needs of the tourist in the explanation. Where needs are straightforward rather than complex, this is a weakness and marks from the lower end of mark band 2 would be appropriate.

### *Task C*

Marking of this task was slightly generous. This task requires evidence of *research and analysis*. Marking tended to be most generous where the research evidence had significant weaknesses. For instance where the research element was at mark band 1 i.e. sources were limited (mainly Internet/websites) and evidence of independence was not included. Mark band 2 requires candidates to use different types of sources for their research. 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 have some analysis yet coverage of controllable factors was superficial. This is a weakness at mark band 2. 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.

### *Task D*

Marking in this task tended to be more accurate. This task requires *assessment*. For many 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. For marks at mark band 2 and mark band 3, the destination should have some difficulty in access and some complex needs. Theoretical assessments, not related to tourists needs, should limit the marks awarded.

## **Administration**

OPTEMS forms were mainly completed correctly although some arithmetical errors were found.

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.

If a candidate on the list identified for the sample is withdrawn an alternative sample should be submitted; similarly if the samples identified do not include work with the highest or lowest mark these should be supplied.

Most centres submitted Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used. Some had to be requested from centres.



Many centres submitted task feedback sheets as provided on the Edexcel website. This was useful to show how assessment decisions have been reached.

Moderators do find it useful where assessors annotate candidate work. Ideally, annotation should focus on the Mark Band descriptors and key evidence. Annotation on coursework to show how assessment decisions have been reached is now a JCO requirement.

## General Comments

Edexcel does not require candidates to submit their portfolios in a file, or plastic wallets. It is sufficient for candidates to provide all work tied with treasury tags, providing it can be easily identified and accessed. 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, all supporting evidence such as visual aids, notes, documentation etc. must be included. However, video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Candidates' portfolios should include the assessment checklist or observation statement and a detailed witness testimony (exemplars can be found on the Edexcel website). The assessor should describe the candidate's performance in detail to clearly justify the marks awarded. Statements should relate to the task requirements and the mark band criteria. This evidence should be signed and dated by the assessor.

## Improving performance

Although little needs improving in many instances other than issues with pen portraits and acceptable evidence in terms of what constitutes an assessment, centres could consider how to access the highest marks. At mark band 3 the assessment should be detailed (not descriptive) and meet all the requirements in terms of complex needs, difficulty in access, departure point outside the UK, range of transport and range of factors. Possibly because this is the last task, students sometimes seem to 'run out of steam' and offer the briefest summary. Good practice for consideration of the highest marks would be for students to offer a substantial conclusion to their assessment. They should make reasoned conclusions and justified recommendations of the most suitable transport option to meet all of the complex needs. Annotation from the assessor could be used to signpost this key evidence.

## Task A

Most candidates do not give evidence of research conducted for task a) although this offers an opportunity to give evidence of different sources, in particular non web-based research. Although from the limited evidence seen it would appear that most rely on text books for this task. However, a great source of information task a) and possibly more up to date, knowledgeable and reliable could be a friendly local travel agent. A travel agent will know the most popular destinations, may have access to industry reports and will also know of emerging destinations.

It would perhaps not be wise to inundate a busy travel agency with lots of requests for the same information, or countless visits from candidates. Perhaps a group visit could be arranged or the travel agent could be invited to college or school as a guest.

It seems that candidates and centres feel that all their research has to be independent to access the higher marks in task c. However accessing a knowledgeable source and forming links with the industry can be very valuable and candidates should not feel they will be 'penalised' in task c if some of the research for task a has been gathered as a group activity. The candidates aiming for higher marks will be able to show evidence of independence elsewhere. If speakers are used as a source, full details should be provided by the candidates in terms of date, name, job title plus details of information collected.

A helpful travel agent could also supply the college/candidates with back copies of brochures that candidates could use for their research. Candidates should be aware that tour operator brochures are very expensive to produce and are used to sell holidays. They should always make use of old copies rather than helping themselves to all the current brochures on the shelves.

Discussions could be held with candidates to work out how they can tell just from using a couple of 'Summer Sun' brochures which destinations are 'the most popular' and which are 'emerging'. Brochures will also help candidates understand appropriate transport routes to different categories. For instance they could compare a City Break Brochure and Summer Sun and just look at transport options. A good starting point would be to obtain Summer Sun, City Breaks and Lakes and Mountains brochures from two of the leading tour operators.

### Suggested questions for activities using brochures to help prepare maps -

- a) What categories of destinations can be found in this brochure?
- b) How can you tell which are the most popular destinations with tourist from the UK?
- c) Select your top ten from these brochures to locate on your map.
- d) How can you tell which destinations are newly emerging in popularity?
- e) Select two to show on your map.
- f) How do tourists get to these types of destinations?
- g) What transport options are available to travel from Birmingham, London, Edinburgh, Leeds and Exeter?
- h) Which gateways are used?

- i) Is there a difference between transport routes and gateways in these brochures?

Brochures can also be helpful when teaching candidates about features and how these are used to categorise destinations. A close study of one destination in each brochure will show that in order to 'sell' the destination key features will be highlighted and described in detail.

For the explanations in task a), candidates could adopt a useful technique to help structure their work to show they understand categorisation. Candidates should use their own judgement; there are no 'right or wrong answers'

For each category

1. State which are the four or five most important features for this category.
2. Use a subheading for each important feature - explain why this is important and give examples to support explanations.

E.g.:

Climate

"Climate is the most important feature when categorising coastal areas because most people who visit coastal areas will be travelling in the summer and looking for an escape from the cold and wet British weather. They are looking for a summer sun holiday and expect warm, dry sunny weather. For example - the temperature in August in Costa Brava is ....., the rainfall is.... and there are ...hours of sunshine"

3. After the 'most important features' have been explained - end the section with the features that are not important in categorising this type of destination.

"I decided that 'transport and communication links' are not that important in categorising coastal areas because people are prepared to travel across the world to see beautiful beaches and enjoy hot weather, far beyond Europe. Most of the destinations I have located on my map are fairly accessible anyhow and I don't think people choose a coastal area based on how quick it is to get there. They will want to relax in the sun and in my opinion access to the Internet will not be an important factor either".

4. A final paragraph to conclude and summarise findings is always helpful.

## **TASK B**

To improve performance centres need to consider devising strategies to ensure that all the requirements of this task are met.

## Pen portraits

Pen portraits used are not always suitable for the task. Pen portraits should be supplied by the assessor to ensure that they allow for consideration of complex needs to access the higher mark bands.

Details should be given in terms of needs and circumstances in relation to selecting a destination and not a holiday. Including details such as budgets tends to lead candidates to gathering prices of flights, transfers, all inclusive deals etc and this is not appropriate. In terms of budgetary restrictions being included as a need, it would be expected that one of the destination's key features would be 'cost of visiting and living'. Therefore, if the tourists are on a tight budget the candidates would need to select a destination that offers a cheap fast food/snack bars and budget accommodation in the form of hostels or campsites. During the current recession and the strength of the euro against the pound a European destination outside the euro-zone would be an immediate choice.

There seems to be confusion between 'needs' and 'wants'. Needs refer to essential requirements, wants are non essentials and could be considered to be preferences.

Pen portraits often refer to tourists who

- 'want somewhere warm and sunny'
- 'want to play golf'

These are not essential and so are not needs. Complex needs are a 'must have' in that if the need is not met, it could cause a problem.

Through group work or role plays candidates could be presented with pen portrait details and practice identifying what the needs are and whether they are straightforward or complex. Further suggestions including classroom activities can be found in the Moderator's report for the June 2009 series.

Higher marks are scored where work is clearly organised and presented. This applies to all tasks. In task b good practice would be to make use of sub-headings to help candidates present their work and ensure everything is included and all requirements are met.

Candidates could be given a structured format to follow to present their evidence and a checklist to help them check that they have included everything. A suggested format and checklist can be found in the June 2009 series Moderator report. Note that a well organised structure, supported by appropriate annotation is helpful for all tasks as moderators can easily find the assessment evidence.

## Other types of evidence

Evidence for this task could be gathered from a role-play activity, this may be more accessible for some candidates. It could for instance be designed around an induction or recruitment activity for a tour operator.

First they could deliver a presentation on their chosen destination in which they describe the key features that give the destination appeal to different types of tourists.

Second they could explain why the destination meets the needs of the tourists in the pen portrait. For higher marks explaining how complex needs are met.

This evidence would need to be well supported with documentation produced by the assessor to show how assessment decisions have been reached. Reference to mark band statements would be required.

### TASK C

Good practice has been shown where candidates submit a research log signed by the candidate and endorsed by the assessor or else when details are given within the bibliographies indicating the usefulness or otherwise of sources accessed.

Evidence of research is often omitted for *task a*). However as suggested previously, of all the tasks, this task offers opportunities for candidates to provide evidence of different sources being accessed. These can range from atlases, holiday brochures, reports on top destinations, rail maps (such as those published by Thomas Cook) as well as text books. Some candidates do gather primary research from industry professionals such as travel agents and guest speakers - this is an acceptable way of showing a different source has been used as long as full details are included.

It is recognised that 'research' is a skill and techniques may need to be taught so that candidates can improve and develop through their studies.

For instance, before candidates embark on gathering their assessment evidence for this unit they could work together to devise a suitable 'research log' or tracking sheet to keep evidence of their research. This could be subdivided into task a, task b, task c, task d.

Here is an example:

When I collected my research (date)	Where did I do this? Home pc, school library, local library, travel agents, speaker, visit	Source - Title, author, date of publication. Name of interviewee, job title	What help did I need?	How did I use the research?

To access higher marks, candidates also need to learn how to present a bibliography and that [www.google.com](http://www.google.com) is a search engine and not a source.

As in the last series some evidence of good referencing techniques was seen in some of the work. Good practice is where candidates refer to the author/source *within the body of the text*. For example:

In his book 'Travel and Tourism' R. Taylor states "paraphrased" this shows that...

Rather than

Source: [www.lastminute.com](http://www.lastminute.com) i.e. stating the source.

Other examples of good practice are where foot notes are used to identify sources referred to in the main body of the text. It is this skill, ability to Research that is being assessed in task c and improvements should be possible for all candidates at all ability levels.

The Moderator report of June 2009 has further suggestions and challenges that candidates could be set to help improve their research evidence.

## Task D

Although little needs improving in many instances other than issues with pen portraits and acceptable evidence in terms of what constitutes an assessment, centres could consider how to access the highest marks. At mark band 3 the assessment should be detailed (not descriptive) and meet all the requirements in terms of complex needs, difficulty in access, departure point outside the UK, range of transport and range of factors. Possibly because this is the last task, candidates sometimes seem to 'run out of steam' and offer the briefest summary. Good practice for consideration of the highest marks would be for candidates to offer a substantial conclusion to their assessment. They should make reasoned conclusions and justified recommendations of the most suitable transport option to meet all of the complex needs. Annotation from the assessor could be used to signpost this key evidence.

Complexity can be achieved through needs relating to individual's circumstances in terms of

- Mobility issues
- Medical/health issues
- Phobias
- Luggage/specialist equipment - skis, scuba diving gear etc

It should be clear that the recommended method meets all complex needs. This should be stated in the assessment, perhaps as a summative conclusion.

# Travel and Tourism

## Unit 1 The Travel and Tourism Industry

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	62	55	48	41	35
Uniform boundary mark	100	80	70	60	50	40

## Unit 2 The Travel and Tourism Customer

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	34	29	24
Uniform boundary mark	100	80	70	60	50	40

## Unit 3 Destination Europe

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	34	29	24
Uniform boundary mark	100	80	70	60	50	40

**Unit 4** Destination Britain

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	39	33	28	23
Uniform boundary mark	100	80	70	60	50	40

**Unit 5** Travelling Safely

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	64	56	48	41	34
Uniform boundary mark	100	80	70	60	50	40

**Unit 6** Resort Operations

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	35	30	25
Uniform boundary mark	100	80	70	60	50	40

**Unit 7** Responsible Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	52	45	38	31
Uniform boundary mark	100	80	70	60	50	40



**Unit 8** Current Issues in Travel and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	24
Uniform boundary mark	100	80	70	60	50	40

**Unit 9** Working in Travel and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	25
Uniform boundary mark	100	80	70	60	50	40

**Unit 10** Promotion and Sales in Travel and Tourism

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	63	55	48	41	34
Uniform boundary mark	100	80	70	60	50	40

**Unit 11** Special Interest Holidays

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	48	42	36	30	24
Uniform boundary mark	100	80	70	60	50	40

## Unit 12 Travel Organisations

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	46	40	34	29	24
Uniform boundary mark	100	80	70	60	50	40

### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.

**Grade boundaries** may vary from year to year and from subject to subject, depending on the demands of the question paper.



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