

Moderators' Report/  
Principal Moderator Feedback

January 2013

GCE Travel and Tourism (6989)  
Paper 01 Destination Europe

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## General Comments

This unit is well established in this qualification. Reports for each series are available on the Edexcel website [www.edexcel.com](http://www.edexcel.com); these offer invaluable assistance to centres including suggestions on improving performance and classroom activities.

Centres that have submitted work for moderation can also access their own Moderator Reports from each of the past series (January and June); these are centre specific and comment upon the accuracy of marking and whether specification requirements have been met.

Centres are strongly advised to access their individual reports through their exams office to obtain this guidance. In addition, Edexcel offer a range of support services and training opportunities for centres.

This report will comment on assessment evidence requirements, candidate performance, improvements and key messages for learners for each task and the accuracy of the marking and the administration.

## Assessment evidence

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task a) 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 in 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.

## **Task a) A01 Candidate Performance**

Candidates submitted a map for each category of destination. Some were completed to a very high standard whilst on the other hand, some maps lacked detail and others were somewhat difficult to decipher. Candidates should be encouraged to conduct their own research to identify key destinations and access and also to plan the layout of their maps and label the destinations located.

The gateways were sometime completed on a separate map of the UK and the relevant access to each destination was not apparent. It was not always clear that the candidates understood the most relevant gateways and transport for UK tourists to access the destinations in each category. This was particularly evident when all possible routes and gateways were shown.

The explanation of categorisation was attempted by all candidates; although some did not clearly refer to the features given in the specification and often contained few examples of specific named features of destinations. Some explanations related to why tourists go to different types of destinations. In general, an explanation of the difficulties of categorisation was included. Overall there were instances of thorough explanations that were fully exemplified demonstrating a good level of understanding.

### **Summary of Improvements:**

- For many, the 'Top 10' most popular destinations had been located and emerging destinations highlighted.
- Marks awarded are now more frequently at mark band 2.
- More detail on maps – such as airport, road names routes showing how to access each destination on each map.
- Fewer candidates describing the features of destinations, more explanations of categorisation.
- Candidates included an explanation of the difficulties in categorising destinations.

### **Key messages for learners:**

- Map clarity – use clear labels on the maps themselves - destination names, names of roads, airports etc. Keys are helpful, but avoid lots of numerical keys.
- Plan the layout and labelling of your maps by researching destinations and routes first to decide on an appropriate size of map and labels.
- Highlight 'emerging destinations' by underlining them or use a symbol to show 'recently popular'.
- Make sure you include examples in your explanation and give the names of specific examples of features and destinations in your explanation. Describing destinations and their features is not appropriate, you need to explain which features are most important in each category and then give some examples.

## **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).

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. Examples of pen portraits with complex needs are found on pages 44 and 42.

### **Task b) AO2 Candidate Performance**

This series, it was pleasing to see that the pen portraits used were appropriate and some higher marks were achieved. There were also fewer instances of the two tasks being merged and the pen portrait being used as the focus in the description. Most candidates referred to the appeal of the destination in their description, although discrimination between the key features contributing to appeal and those that exist remains a weakness for some candidates.

### **Summary of Improvements:**

- Candidates addressed the task in two parts and did not refer to the pen portrait in the description.
- More candidates considered the features giving appeal to different types of tourists.
- More evidence of complex needs.
- Explanations related to features rather than recommending flights, components of holidays.

### **Key messages for learners:**

- Include an introduction to your description of the destination and its key features and state which are the key features; include an indication of why other features do not contribute to the appeal of the destination. This shows the moderator that the key features have been discriminated.
- Always use your own words.
- In the second part, your explanation, be specific and name specific features that meet the tourists' needs; for example, names of beaches, activity centres, tours, museums, walks, mountains etc; clear links are needed for the higher marks.

### **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
- 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.

#### **Task c) AO3 Candidate Performance**

Evidence of research was included for most tasks by the majority. Whilst the Internet continued to be the primary source accessed, evidence of other sources of research such as brochures, newspaper articles and books was also provided in many instances. Referencing using footnotes was also included by some and also evidence of references within the body of the text. Most submitted a bibliography.

As reported in June 2012, again some excellent analytical accounts were seen and high marks well deserved. This is one task where annotation from the assessor can be very helpful to moderators so they can understand

where the assessor can see 'analysis' in the candidate's work; this can really help support assessment decisions.

As seen in past series, many candidates still wrote about why the destination was popular and did not analyse the factors contributing to its growth in popularity and for some, 'controllable factors' continued to be a weak area. Where higher marks were achieved candidates often submitted a separate analysis that considered specific controllable factors such as government and local authority planning, regeneration, reduced taxes, attracting inward investment, tourism planning, publicity as well as destination management.

### **Summary of Improvements:**

- Most candidates submitted a bibliography for at least one task.
- Some of the work was referenced and more candidates are including referencing within the body of the text which was good to see.
- Analytical skills were evidenced where candidates used 'their own words'.

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.

### **Key messages for learners:**

- Don't just give a list of website addresses as your bibliography, keep a record of your research and for each task try and use at least two other sources besides the internet such as an atlas, map, travel brochure, or even an interview. Make a note of the date of research and its usefulness and submit this information.
- When referencing make sure there is some in all tasks; use different methods such as footnotes or try to include your research source within sentences eg "according to ...{source}...in 2009 this destination ...".
- In your analysis remember you are looking at why the destination has **become more** popular as a tourist destination.
- Make sure your analysis has an introduction and conclusion and use a separate heading for the analysis of how controllable factors have been used. A useful technique is to identify the factors that are controllable and use this as the starting point for your analysis.

## Task d)

Quality of Written Communication is assessed in this task.

### 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 part:

- 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.

### Task d) A04 Candidate Performance

Pen portraits used were appropriate. Again it was pleasing to see candidates scoring well in this task. Some accounts, whilst evaluative were generic and did not show evidence of the actual journeys having been researched therefore, lacking specific detail. Some candidates did not provide a final recommendation for the most suitable option.

### Summary of Improvements:

- Evidence was evaluative rather than descriptive in most instances.
- Pen portraits offered complex needs and circumstances with destinations that had some difficulty in access.

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.

### Key messages for learners:

- Use linking statements such as '*this will be suitable because*' or '*I don't think this would be comfortable and is totally unsuitable*' or '*this is good because it means*'. These phrases help to show you are making an assessment.
- Include specific details of the actual journeys and transport providers in terms of 'factors' in your assessment and matched these to needs.

- Use a structured format and for each mode considered, use subheadings to assess each factor for its suitability matched to the tourists' needs.
- Do make a detailed recommendation at the end that sums up your findings. You should recommend which is the most suitable option and justify this with reasons.

## **Accuracy of Marking**

Marking was mainly accurate although slightly generous on occasion where higher marks were awarded.

Centres are reminded this qualification uses the 'best fit' assessment model and so assessment decisions should be holistic. Details of how to apply the best fit model are well documented in previous reports.

### ***Task A***

Overall, marking was mainly accurate to slightly generous, on occasion, at mark band 3. Mark band 3 is best fit where maps are detailed and show the accurate location of the most popular (key) destinations and highlight destinations that are growing in popularity. Transport routes and gateways relevant to the type of destination should be located and labelled.

Appropriate physical features relevant to the category should be included. Explanations of how features can be used to categorise destinations should be detailed and have clear reasoning used to illustrate this. The explanation of how categorising destinations presents difficulties should contain specific examples to support this. Understanding of why there is overlap in categorising destinations will be evident.

### ***Task B***

Marking of this task was mainly accurate.

### ***Task C***

Marking of this task was mainly accurate.

### ***Task D***

Marking in this task was accurate.

## **Administration**

Annotation on coursework to show how assessment decisions have been reached is a JCQ requirement. Comments should focus on the mark band descriptors/assessment criteria to highlight key evidence to support marks awarded.

Some centres submitted detailed task feedback sheets as provided on the Edexcel website. These are very useful to show how assessment decisions have been reached, especially where there is appropriate annotation.

No errors were found and all samples were complete.

Candidates and assessors are required to sign the Mark record Sheets to confirm the authenticity of candidates work. Alternatively, a 'Statement of Authentication' form should be submitted, this form can be downloaded from the Edexcel website. Where additional support has been provided to a candidate this should be made apparent to the moderator. Where a candidate has made overuse of printed material from websites or large sections from text books, assessors should ensure these are not credited.

## **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).

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. 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.

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