

Examiners' Report/ Principal Examiner Feedback

January 2011

Applied GCE

GCE in Travel & Tourism (6990)
Unit 4: Destination Britain

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Introduction

This unit is now well established within this qualification, as it is in its ninth series. There are reports for each series available on the Edexcel website. In this series only three centres submitted work for moderation with a small cohort of candidates for each centre.

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 54 of the specification.

Assessment Objectives (AOs) for the qualification

Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 166 of the specification and are summarised as:

These AOs are given on page 166 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.

General Comments

Changes observed

It was encouraging to see that evidence presented was more in line with evidence requirements, with fewer candidates submitting inappropriate evidence. In task a) more candidates are focusing 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.

Destination Britain

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

Candidates would often specify an area e.g. the South East or Manchester, but then only focus on one or two specific towns or places within that area. In the main, however, areas chosen for study continue to be appropriate and selected carefully. Candidates' descriptions of organisations remain general, with their role within tourism unclear. Candidates tended to focus on national organisations and omit describing their role in supporting tourism to the local area.

The latter part of the task was improved in this series, however Interdependencies and interrelationships were often omitted and if included, and evidence continues to be descriptive with no or limited explanation. There was some attempt to show how the organisations were independent and interrelated but there was little depth in the accompanying explanation. There was limited reference to how tourists would be attracted to the specific area. Much of the evidence was still in mark band 1 but with more examples in mark band 2.

Improving candidates' performance

- Select appropriate areas which are not too large
- Ensure that the role of the organisations clearly shows how they **support** tourism in **the area**
- Explain how the organisations work together and for what purpose so that the interrelationships and interdependencies are clear.

Task b)

This task assesses AO2: candidates' ability to apply their knowledge, skills and understanding. There are three parts to the task:

- Candidates must produce an itinerary including examples of different types of British destinations. These destinations should be selected to meet the needs of tourists as provided in a pen portrait.
- There should be a map locating the destinations selected for the itinerary and for these selected destinations, the features that give appeal should be described.
- Finally, there should be an explanation of how their selected destinations meet the needs of tourists as identified in the pen portraits.

Pen portraits were included in most samples. Candidates should only be given one pen portrait to deal with for assessment. This pen portrait should be for an incoming tourist who wants to experience a range of types of British destinations. Needs of

the tourist(s) should be included in the pen portrait, either implicitly or explicitly. Itineraries often did not provide tourist(s) with the opportunity to visit different types of destinations. Some candidates only selected two or three destinations, and these were often from similar categories (mainly tourist towns and cities). 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.

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. This continues to be a weak part of this task. Features that give destinations selected for the itinerary appeal were often omitted or descriptions failed to demonstrate their appeal. Many candidates failed to describe the features that give their selected destination appeal. Some focused on giving a general description of their selected destinations rather than those features that give appeal. Where features were described, these were often limited to those presented in the itinerary rather than those that give the destination appeal. Descriptions were often basic with little detail. This is the part of the task where candidates apply their understanding of the features that can give a destination appeal and some candidates continue to demonstrate limited application of that understanding.

There was, however, some significant improvement from some centres for this part of the task. Higher mark band 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, Buckingham Palace in London is a feature that gives that destination appeal but if the tourist is particularly interested in fashion and popular culture, it would not be part of their itinerary.

Explanations of the itinerary and how it met the needs of the tourists showed some improvement with clear links being made by some candidates between the destinations selected, their features and their appeal. Where this was not the case, the explanations remained as descriptive pieces of work or brief statements often, seemingly, as an afterthought. Maps appeared hurried and were often mere downloads, which should be discouraged. What is required is a clear outline map of the British Isles with the selected destinations clearly and accurately identified and the route of the itinerary clearly identified.

Marking of this task is becoming more accurate.

Improving Candidates' Performance

- Ensure that the map work is more relevant and appropriately presented.
- Pen portraits should cover complex needs and all types of destinations should be included.
- Describe the key features of each destination and show how they are significant in giving the destination appeal.
- Ensure that the explanation clearly links the itinerary, the destinations chosen and the needs of the tourist.

Task c)

This task assesses AO3: research and analysis

- 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 research log, a candidate statement or observation record from an assessor. This should have sufficient detail to confirm the sources were obtained independently. A statement from the assessor simply stating that the candidate obtained sources independently is not acceptable. This statement tends to be the nature of evidence presented to indicate independent research.

Bibliographies lacked detail with only websites or titles of text books stated - usually one text book only. In some cases, the details of the text book referred to was not accurate and had no details of author or publisher. Candidates should be aware that text books are no longer an appropriate source for this task as the data presented is no longer current and this will affect the marks awarded. Candidates should be encouraged to seek a wider range of sources for their analysis to ensure their conclusions are based on current data. Actual sources of statistics were often not given and in some samples statistics were not labelled and no titles were given to indicate the type of statistics presented or the period of time covered. For some candidates their 'analysis' was taken from comments made in text books and not referenced. Candidates should be assessed on their analysis of data and statistics presented. Plagiarism should not be credited.

Referencing of sources remains a weakness. Each source, table, graph, website should be referenced each time it is used in the analysis. The analysis of the statistics to show the scale of tourism remains a description.

Candidates continue not 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. Candidates also presented analysis as a set of assumptions about what might have caused trends. Whilst this is acceptable as analysis at mark band 2, it would be expected that for mark band 3 candidates were able to give some substantiation to their analysis and use information and data to support conclusions. This would then provide them with the potential to use a wide range of types of sources. Some centres used data which was current and relevant, rather than relying on data from an out of date text book, which was encouraging to see.

Generally evidence here showed some analysis and candidates are beginning to use a range of types of sources. Much of the evidence was capable of gaining marks from mark band 2.

Improving Candidates' Performance

- Ensure that data used is current and up to date
- Reference all sources and ensure that for the higher mark bands a range of different types of sources are used.
- Candidates should be able to analyse rather than describe

Task d)

This task assesses AO4: candidates' ability 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
- Recommendations of how this destination could develop its future popularity and appeal in order to receive more incoming visitors.

Candidates mainly selected appropriate destinations.

Candidates are still generally submitting evidence that is descriptive rather than evaluative. Features of their selected destination are often described. Most candidates made no reference to popularity and appeal in their evidence and made little or no evaluation of the factors. In the case of some destinations, candidates were referring to developments from the 19th century. This would not be appropriate. Candidates continue to fail to address the final part of the task where they should give recommendations for future development. Candidates continue to give details of existing plans for development which are not appropriate. Where recommendations were made they were simplistic, each recommendation being no more than one or two lines.

Improving Candidates' Performance

- Select appropriate destinations which have appeal and popularity with tourists.
- Evaluate the features which make the destination popular and consider why this is.
- Recommendations should be focused on what can be done to develop the destination and improve it to attract more tourists visiting the UK.

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

Administration

Centres generally followed administrative requirements. Required documentation was completed and submitted.

Moderators do find it useful where assessors annotate candidate work. Annotation should ideally focus on the mark band descriptors. Annotation is now a requirement of the Joint Council for Qualifications (JCQ).

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

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

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

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

General Comments

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

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

Support Materials

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 portfolios.

Sample documentation, candidate exemplar work with moderator comments and pen portraits are available on the Edexcel website www.edexcel.com as well as Principal Moderator reports from previous series.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:
<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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