

Examiners' Report/
Principal Examiner Feedback

Summer 2013

GCE Travel and Tourism (6990)
Unit 4: Destination Britain

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This unit is now an established unit within this qualification. 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 p54 of the specification.

Assessment Objectives (AOs) for the qualification.

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 student 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 continues to be presented more in line with evidence requirements with fewer students submitting inappropriate evidence. In task a) more students are focusing on a specific area and relating their organisations to their role in supporting tourism. More students are producing well structured itineraries with increased detail for task b).

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.

In the main, areas chosen for study continue to be appropriate and selected carefully. Students' descriptions of organisations are sometimes general with their role within tourism unclear. Some students tended to focus on national organisations and omit describing their role in supporting tourism to the local area. However where students had a clear focus on how their selected travel and tourism organisations supported tourism in the chosen area, detailed work was produced. Although, the latter part of the task has improved once again in this series. Interdependencies and interrelationships were addressed in a more appropriate manner by a number of the centres this year. Links were made between organisations and flow diagrams and charts were used to good effect by some students, particularly where they expanded their explanatory comments. There was improved reference to how tourists would be attracted to the specific area. Some of the evidence continues to be in Mark Band 1 but there were more examples with marks awarded from the higher mark bands.

Improving Students' 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 each of the organisations **work together** and for **what purpose** so that the interrelationships and interdependencies are clear.

Task B

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

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

Pen portraits were included in most samples. 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 sometimes did not provide tourist(s) with the opportunity to visit different types of destinations. Some students only selected two or three destinations, and these were often from similar categories (mainly tourist towns and cities). The task requires students 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 students 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 sometimes basic with little detail. This is the part of the task where students apply their understanding of the features that can give a destination appeal and some students continue to demonstrate limited application of that understanding. However, there was some significant improvement from some centres for this part of the task. For higher mark bands students 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 students 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 as an afterthought. Maps appeared hurried and were often mere downloads. This 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 Students' Performance

- Ensure that the map work is more relevant and appropriately presented.
- Ensure that an appropriate pen portrait is included with the work.
- 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 is about research and analysis – A03.

- Students 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 student 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 student 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 stated or titles of text books – usually one text book only. In some cases, the details of the text book referred to was not accurate or current and had no details of author or publisher. Students 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 could affect the marks awarded. Students 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 students their 'analysis' was taken from comments made in text

books and not referenced. Students 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. This is a weakness of this task. Students 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. Students 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 they 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 which was encouraging to see, rather than relying on data from an out of date text book. This was more common this series which was most encouraging.

Generally evidence here showed some analysis and students are beginning to use a range of types of sources. Much of the evidence was capable of gaining marks from Mark Band 2 and Mark Band 3.

Improving Students' 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.
- Students should be able to analyse rather than describe.

Task D

This is the AO4 task requiring students 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.

Students mainly selected appropriate destinations.

Students are still generally submitting evidence that is descriptive rather than evaluative. Features of their selected destination are often described. This series students made reference to popularity and appeal in their evidence and were able to make some good evaluation of the factors. Students continue to fail to address the final part of the task where they should give recommendations for future development. Where more developed recommendations were made, students were able to be awarded marks in the higher mark bands, where the recommendations were simplistic, being no more than one or two lines, Mark Band 1 was the best fit from which to award marks.

Improving Students' 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 student work.

Annotation should ideally focus on the Mark Band descriptors. Annotation is now a requirement of the JCQ.

In task a) annotation could be used to highlight clearly where students 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 student 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 student had referenced sources.

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

General Comments

Edexcel does not require students to submit their portfolios in a file. It is sufficient for students 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, student 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.

Further guidance and support

Centres are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online:

www.edexcel.com/resources/training

Edexcel provide an 'Ask the Expert' service to provide timely responses to centre queries regarding the delivery and assessment of this qualification.

The service can be accessed via Edexcel Online:

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