Examiners' Report Summer 2009

GCE

GCE Applied Travel and Tourism (8791/8792/9791/9792)

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6987: The Travel and Tourism Industry

The questions in this paper were set to assess candidates' learning of the content of the specification, and devised to meet the assessment objectives as given in the specification. Summarised below are the weightings applied to this unit.

Summary of AO Weightings and Question Requirements

	Summary of AO	Weighting	Question Requirements
AO1	Knowledge and Understanding	25-35%	Describe, Explain, Compare
AO2	Application of Knowledge and Understanding	25-35%	Explain, Suggest
AO3	Research and Analysis	20-25%	Examples you have researched, Analyse, Explain why, Comment on
AO4	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, Suggest, Assess, Explain, Analyse, Justify. Comment on…

Candidates lost marks on this paper by explaining when the question had asked them to describe, or vice versa. Reading and understanding the command verb is a skill which was not well developed in some candidates, obvious by their answers.

As with all previous papers, there were 90 marks available. Candidates were allowed calculators. However, the statistics presented in question 4 were simpler than in past papers, and many more candidates completed the calculation correctly, as it was possible to do this without a calculator. However, candidates are always advised to have a calculator with them for this paper.

Some candidates continued their answer on additional sheets. Although this is permissible, when excessive additional sheets are used, the candidate may be unable to complete the whole paper in the time allowed, and this sometimes led to weaker or non-existent answers for questions 5 and 6.

Also, when additional sheets are used it is recommended practice for candidates to write; "continued on additional sheet" at the end of the appropriate section of the answer booklet. Many did not do this.

This report will comment on each question in the paper. It will comment on the overall performance of the question, key strengths and weaknesses in responses and in some cases will give example answers.

Question 1a)

The "domestic" part of this question was well answered by the vast majority of students, with both a definition and a suitable example being given. However, the "Adventure" definition was less accurate. Many candidates simply repeated the category- "when you go on holiday for an adventure" or incorrectly stated "it is a holiday that includes activities". Marks were only credited if candidates stated that the activities have risk, challenge, danger etc…
Examples were credited with or without a destination, however, when an example is asked for, a destination should be given, and will be expected in future series. e.g. rock climbing in Switzerland. (not just rock climbing).

Question 1b)(i)

A rock climbing wall was the most common suggestion given by candidates. Other feasible suggestions included many types of water sports, abseiling, paintball, assault course, and bungee jumping.

Students who had either not read the question or did not understand the meaning of "Adventure" suggested inappropriate activities such as discos, golf course, theme parks, tennis, zoos, walking trails….

Whilst the suggestions were generally quite good, the explanations were on the whole weak, as many repeated the same explanation for both activities, or just said "this is what adventure tourist will like" and did not refer to new tourists who may be attracted.

An example of a better response:

Suggestion – *Rock climbing wall*
Explanation – *"This would be suitable for adventure tourists as it offers an activity which is in a "controlled danger situation", so will give them a challenge. It could be graded to attract both experienced rock climbers and those who have never tried it before."*

Question 1b)(ii)

Candidates were instructed to read both parts of the question before making their suggestions, but it was clear that many had not looked at b (ii) before answering b (i).

If suitable activities were suggested, most candidates were able to pick up some marks here. Many related their impacts to the building of the new facilities e.g. chopping down trees destroying habitats; or to general impacts such as more tourists leading to more congestion on roads or more litter.

Some inappropriate impacts for inappropriate suggestions included; *"The environmental impact of tennis is that a ball may smash a window"*

An example of a better response:
Suggestion – Paintballing
"Paintballing could have a negative impact as the paint goes everywhere and is unsightly. There will also be lots of noise from people running around the area shouting/screaming. There will be damage to grass and plants in the area from both the people and the paint."

Question 1c)

Perishability and Intangibility appear quite frequently on this paper.
It was clear that some centres had taught these terms well, and some candidates were able to pick up the full six marks here.

Intangibility was answered much better than perishability. Students who related this to the holiday park using virtual tours, web cams, pictures and customer reviews on the internet scored well.
Marks were awarded for answers that showed a clear understanding of the terms, or defined them well, but in the case of perishable these were few.

An example of a better answer on perishability:

"Perishable means that the holiday centre cannot sell the accommodation after the date has passed, so to stop this happening they need to keep their eye on sales, and nearer to the date advertise special deals on their website or by email to past customers to enable them to sell all the rooms and not lose money."

Question 2a)

Easyjet and Ryanair were most commonly stated as an example of no frills airlines. The vast majority of candidates were able to give a correct example.

Question 2b)

A well answered question by most candidates, although generally the features included what they did NOT offer, e.g. food, drink, entertainment. Better responses stated that they were mainly short haul, had no pre-allocated seating, faster turnarounds, lower baggage allowances, all one class, operate as scheduled flights and gave examples of their low fares, e.g. 1p or £5.99 one way. Simply saying they offered low fares was not enough, it needed to have a fare example or be backed up with a contrast with another more expensive airline.

A minority of candidates interpreted "no-frills" as "no-thrills" and stated that "*the flights are not very exciting, they just fly you to your destination*" !

Question 2c)

Again, as long as students had read the question "to increase their revenue", most candidates were able to state two additional products, such as snacks and drinks on board, duty free, priority boarding, hold baggage etc…
Those who had not read the question properly gave poor answers such as "wide range of destinations" or "cheap prices".

Question 2d)

This question, which was targeted to AO4, asked candidates to assess the effects of the growth of low cost airlines. In the current economic climate, this was sometimes incorrectly interpreted as growth in the future, with candidates saying that "as they are cheap they will grow more". Also the use of the word "effects" in the stem also led a minority of candidates to describe the impacts of the additional flights to some destinations, e.g. overcrowding…

Many candidates did not assess at all, merely re-stated the features of the low cost airline, e.g. online booking etc…

However, there were also a number of candidates who achieved Level 2 by assessing how their growth has led to the expansion of new destinations, e.g. those in Eastern Europe, the increase in city breaks and second holidays, and the competition they have with scheduled and charter airlines.

An example of part of a good response to 2d):

"Many more tourists are now using no frills airlines as they are cheaper than larger scheduled airlines….There are now many more short-haul flights offered by them, and this enables many more people to choose to take weekend breaks as it is cheap and easy to book them on the internet. More tourists are travelling throughout the year instead of just in the summer months, or having two or three holidays a year. Many more of what would be considered lower class people, and young people can now afford to travel, especially to sunny destinations such as Spain, and the trend now is to hold a hen/stag party abroad in places such as Ibiza or Prague."

Question 3a)

Motivating factors were understood by more than half the candidates, with extrinsic, intrinsic, sunlust and wanderlust appearing frequently. Examples of TV adverts, weather, escape from work and curiosity to visit other cultures were used by better candidates.

Question 3b)

This question was well attempted by most candidates. The question actually said "evaluate the effectiveness of the **information**".

Some candidates took the "marketing" approach, and evaluated the article from this point of view, e.g. it uses emotive language, it is clear to read, but there are no pictures or contact details.

Some marks were awarded to candidates who did this.

However, where the candidates had looked at the information contained, most were content to repeat parts of the article then evaluate by saying that it had a wide range of activities to suit a wide age range of tourist.

Better responses matched the activities to specific visitor types, commented on the unusual nature of some of them, and also brought out some negative points e.g. *"How can you have an article about France with no mention of Paris, which is the top city break destination for UK tourists?"*

e.g. "*There is nothing in the article about beach holidays or relaxing holidays, it is all activities. Many people go on holiday to relax after a stressful year at work, so they would not be attracted by this."*

Question 3c)

This was a very open ended question, which gave candidates scope to consider very many of the product developments and innovations that have taken place in the past 60 years.

The syllabus clearly states that candidates are expected to know about the development of the industry, especially post WW2.

However, their historical knowledge was sketchy in some cases, for example, candidates who thought that pre-1950 everyone travelled by horse and cart, or that the steam train was invented around 1950.

The vast majority of candidates simply said; "transport has improved and got faster, the range of accommodation is greater, and now there are specialist holidays." Most failed to relate these changes to specific product developments and/or innovations.

An example of part of a better response (focusing on developments in transport):

"Transport has developed since the 1950's for example the ability to travel at higher speeds due to the jet engine, and even supersonic speed with Concorde. This allowed people to travel to destinations they would not have access to, such as long haul, so the range of destinations has increased greatly. Later on transport methods became more 'high volume', with modern examples such as the 747 and Airbus A380, which allowed passengers to travel more cheaply as the flight cost was shared among a larger number of people…the development of air traffic control systems made customers feel safer when travelling, so more people went on holiday as a result."

Question 4a)

Correctly answered by the vast majority of students. Those who did not usually said "visiting friends and family" which although technically correct is not the exact meaning of the abbreviation VFR.

Question 4b)

Again, usually correctly answered, although some candidates only gained 1 of the 2 marks available by either giving a theoretical example
e.g. *"it is when you go to stay with a friend for your holidays*"
or giving an unclear example
e.g. "*if I went to Blackpool to see my cousin" (no origin or length of stay).*

Question 4c) and 4d)

The calculation was correctly worked out by very many candidates, both with and without a calculator. Occasionally 4d) was incorrect as they had used rounded numbers, e.g. £99 ÷ 3.

Question 4e)

This question was answered much better than the analysis questions in previous series. Most candidates were able to gain at least 3 marks as they had used the correct calculations from 4c and 4d to infer that business travellers would spend the most as they would use higher quality accommodation, and the company would pay, and that VFR would spend the least as they would stay and eat with their family or friend. Although a lot of candidates scored 3 or 4 marks, the analysis of holiday tourists spend and stay was weaker, so few obtained full marks.

Question 5a)

This was another very open-ended question, which gave candidates scope to explain many of the different changes to travel agencies in the last ten years; although some forgot that travel agents were the focus of the question, and lost potentially easy marks here.

Vertical and horizontal integration were mentioned often, the big 4 and the big 2 were also frequently used, though some incorrectly stated who had merged with whom, and omitted to say what impact this had on the travel agencies.

Dynamic packaging, internet booking, niche market holidays were all mentioned by the better candidates.

An example of part of a better answer:

"Over the last 10 years the internet has expanded greatly, making direct selling of holidays cheaper, so the travel agents numbers have reduced. Also there has been vertical and horizontal integration, by companies such as Thomson/Tui which has become the market leader. Many smaller agents, e.g. Premier Travel, have been unable to compete, and closed down. However, some travel agents now offer to match internet prices in store. They also offer other services such as currency exchange, insurance, car hire and flights, so they are able to offer "tailored packages" where you can choose your own components of your holiday. This enables them to compete with online bookings as they do it all for you."

Question 5b)

The promotional role of visit Britain was understood by the vast majority of candidates, but very few were able to describe their other roles, such as liaising with Government, or working with the other tourist boards to award star ratings to accommodation for example.

Question 5c)

Candidates who knew the promotional role of Visit Britain sometimes gave another tourist board for 5c) e.g. enjoyEngland, visitScotland, and were able to gain additional marks for a very similar answer to that given in 5b.
Other correct examples given included ABTA, DCMS, FCO, local councils, Regional Development Agencies or Tourist Information Centres.

However, some candidates gave incorrect public sector support organisations, such as transport companies, attractions or companies from other sectors.

Candidates who gave Tourist Information Centres were most often able to describe their role quite well.
e.g. "*Tourist information centres are located in town centres and they are able to help tourists who are visiting to book accommodation, give out leaflets on the attractions in the area, and sell them guidebooks, maps and souvenirs of the area. They also sometimes will sell tickets for events that are happening in the area, such as a flower show or concert.*"

Question 6a)

This question was poorly answered by the majority of candidates. Many just repeated the information given in the articles and analysed it by saying "Easyjet is better than the government proposals" An answer like this would only be Level 1. Other candidates misinterpreted the article and thought that tax was being increased from £10 to £40.

Better candidates may have said WHY one proposal is better than the other;

"The tax may affect demand for long haul destinations as they are the ones that will be charged most. However, this may then increase demand for short haul flights…leading to an increase in charter and scheduled on short haul routes, thus actually increasing CO2 levels. So I don't think that taxing different flights different prices will lead to a greener world. I think that easyjet are on the right lines, by making their aircraft more efficient and operating at high capacity- this will lead to less wastage. If all airlines would do the same there would be no need to offset carbon, as less will be made anyway."

Question 6b)

This question was surprisingly well answered by some candidates. Lots of measures were suggested, such as electric cars, higher road tax for gas guzzlers, park and ride, car sharing etc.

Petrol price rises were not credited, as these were not seen as a "measure to deal with pollution" but due to the rise in oil prices in the Middle East.

Note to Centres

Please note that in the 2010 series, the Quality of Written Communication will be assessed in all Travel and Tourism GCE papers.

Learners will be assessed on their ability to:

- Ensure that text is legible and that spelling, grammar ad punctuation are accurate so that meaning is clear
- Select and use a form of writing appropriate to the purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

See page 175 of the specification dated May 2009 for details.

6988: The Travel and Tourism Customer

This report comments on the marking from this June moderation series. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

1. Assessment Evidence

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

a) A description of the needs of customers in one entire sector of the Industry and an explanation of how the organisations, in that sector meets those needs.
b) Customers have been dealt with in four real or simulated travel and tourism situations. A complaint is dealt with.
c) A method is proposed for evaluating customer service and documentation is produced.
d) An evaluation of customer service in a travel and tourism organisation covering quality criteria, with conclusions and recommendations.

Included in many portfolios were the tasks set by the centre, indicating that candidates had been given correct information about the evidence requirements.

The Travel and Tourism Organisations

Most candidates selected travel and tourism organisations to investigate. The most popular type of organisations is still visitor attractions, accommodation and airlines. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable.

Teachers are advised to confirm with candidates their choice of organisation and sector to ensure they have selected one that is appropriate. Teachers may also want to liaise with the selected organisation to ensure they are able to provide access to relevant information, some of which may not be available for general public scrutiny.

Some centres are still focusing on **one or two organisations**, this does not constitute a sector.

Many centres were able to use their own facilities for task B. However these must be travel and tourism based, catering is not acceptable, however centres are permitted to use a hotel scenario for one of their role plays.

Candidates may complete task C and D for this unit on different organisations however this may limit them being able to progress up the grade boundary. Centres should note that tasks C and D should be completed and presented as discrete tasks.

Task A

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

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

There was an improvement on this task this series. There was evidence of some candidates selecting a sector and covering various organisations within that sector. There was at times a greater coverage of different types of customers and their needs for the first part of this task.

However in some centres, candidates are still not demonstrating an understanding of **customer needs;** on the whole many were descriptive, giving what was provided by the organisation. Some candidates are still not showing an understanding of "needs", they consistently refer to what would be "good" for a disabled person or what groups might "want" rather than how their needs were met and why. Candidates need to show here that they understand what a need is for example something which is "essential" and not optional , is it is not" good" it is necessary.

<u>EXAMPLE for the first part of Task A: Types of customers and Needs of customers from the Airline sector.</u>
One of the customers for this sector would be a Business Person.
One of their **needs** is **Speed**
Business people are always running to a tight schedule due to the nature of their job. They may be coming straight from one meeting heading to another in a different city, and therefore they may have limited time to check in with the airline. They cannot afford to miss their planned flight as this may result in money lost or failing to meet company deadlines.
They may also not have baggage to check in as this may only be an overnight stay or a day visit, and therefore do not have the time, or want to stand in a check in queue for twenty minutes, as they may have work to complete or phone calls to make prior to the next meeting. Therefore they want to be able to check themselves in quickly and find somewhere quiet to make phone calls and use their laptop or read over documents prior to their meeting.

Centres are advised that the above example is only ONE out of a wide range of a business persons needs.

For the **SECOND** part of the task, candidates need to demonstrate an understanding by explaining how organisations within their chosen sector meet those customer needs. Overall some candidates are still not looking at more than ONE organisation from within their chosen sector. At times candidates are just focusing on one or two organisations from their sector, this is not acceptable. Candidates must look at a range of organisations that will cover and meet the need of all their different customer types and needs. At times candidates gave a list of products and services that the organisation provided which were not explained and often read like a brochure.

In most cases an attempt at an explanation was given on how the organisations in that sector provided different products and services for different customers but at times did not focus on how they met different customer needs.

If candidates choose the sector Visitor Attractions, candidates should focus on attractions throughout (i.e. Built and Natural) and not just one type of attraction. The examples should then be drawn from a range of different types of attractions, to show how the sector meets those needs, particularly at higher marks.

At times candidates would confuse different sectors together - for example Travel Agents and Tour Operators. On occasion, candidates chose Travel agents to investigate; but instead of focusing on travel agents they talk about tour operators and how they design the package holiday. Centres should note, these are two separate sectors and are different in terms of meeting customer needs and should not be joined together as was seen this series.

More candidates did address the first part of this task this series and did attempt to describe the needs however at times some candidates still tended to describe what products and services the different customers wanted and not what their different needs were. Assessors should break this task into two clear tasks one to focus on the needs of the different customers within the sector and one on how organisations within the sector meet the needs.

Some centres did find it beneficial to give the candidates a template to help them with their **planning for their assignment task.** This helped ensure they have considered all the different types of customers within their sector and their needs. This template was then used as a guide to help candidates describe the needs and the customers.

The key requirement is for candidates to show knowledge and understanding through accurately identifying and describing the **needs** of customers in one sector of the Travel and Tourism Industry and being able to **explain** how organisations belonging to that sector meet those needs. Assessors and candidates should ensure that both parts of these tasks are completed.

Task B

This task addresses AO2 – *apply the knowledge, skills and understanding specified in the subject content.*

Candidates are required to deal with **FOUR** different types of customers and situations. One of these must be a Complaint, which may be in the form of a letter. Most of the centres seen used simulations to address this task which is perfectly fine however centres should note they must be from the Travel and Tourism Sector and Catering and Leisure are not acceptable. However one role play may be carried out in a Hospitality situation.
Some Centres were also found to be using parents / open evenings; these are not acceptable for this task.

All candidates showed evidence of their dealings with customers in mainly simulated situations. At times though it was unclear what types of customer had been dealt with, as some assessors gave a clear and detailed scenario but just stated “a customer “as a type. Centres must give a clear description of the type of customer being dealt with. All of the scenarios were in travel and tourism contexts.

If candidates intend to demonstrate customer service through work experience, the centre should ensure this experience is within a travel and tourism organisation as appropriate to the components in unit 1. Assessors should also note that it is the Centre Assessor who must witness the candidate dealing with the different types of customers and situations and not the staff within the work experience organisation. A work experience report is not sufficient evidence for this task.

For this task, candidates should deal with a range of situations and a range of customers. For a significant number of candidates, evidence did not show the nature of the situation or type of customer. The needs and circumstances of the customer should be given to them in detail and in order for them to access the higher mark bands, it is advisable for the assessor to include complex situations. An example of a complex situation can be found on page 28 of the specifications in the Assessment guidance for Mark Band 3.

Most of the situations ranged from straightforward to complex, however using a telephone is not a face to face process in communicating with customers and therefore may limit candidates achieving the higher mark bands. Centres should also note that a power point presentation given at a welcome meeting, without dealing with customer situations at the end is not acceptable evidence for this task. If a welcome meeting is undertaken, there must be clear evidence of the different situation and type of customer the candidate has dealt with. Along with a detailed witness statement assessed against the mark band statements, highlighting how and where the candidates have achieved the criteria.

There was evidence this series of candidates taking part in welcome meetings. Although this scenario is acceptable the evidence must show how the candidate has interacted with the customers and met their different needs. In most cases all the evidence submitted, only demonstrated candidates giving an overview of a resort to a group of customers. If candidates are involved with dealing with different customers after their presentation, then different scenarios must be included for this with detailed witness statements showing how and where they achieved the criteria. At times there was evidence of candidates meeting needs of customers, however supplementary needs were unclear.

The appropriate documentation completed by the candidates during their role plays was at times poor. For example if the candidate is given a situation of booking a holiday – there should be an Enquiry Sheet filled in followed by a Booking Form and maybe a Receipt book. All documentation that would be used in that situation should be completed by the candidate and included in the work, although this documentation can be designed by the centre.

An example of an Enquiry Form is below:

ENQUIRY FORM

<u>Company Name:</u>

<u>Sales Agents Name:</u>

<u>Date:</u>

Customer Name	Contact details	Number in Party	Date of Holiday
Destination Choice	Accommodation Type	Special Requests	Price Range

There was evidence that some centres graded each situation, and awarded a different mark band point score for each situation, this can lead to confusion and in future an overall assessment of how the candidate has achieved throughout the grade boundaries should be completed, at the end of all the practical work. However it is expected that for each situation dealt with, there is a witness testimony, observation statement or assessment checklist, highlighting how the candidates has performed. Whichever format is used, it should include an outline of the scenario presented to the candidate (if simulated) or the context of the situation (if real). The type of customer should be identified. Candidate's performance should be described. The description should be sufficient for a non-observer to be able to support any assessment decisions made. It should make reference to key requirements of the task. There should be a summary assessment statement for each situation. Each testimony/statement/checklist should be signed and dated by an assessor. Any supporting evidence such as completed membership application forms, booking forms, receipts etc should also be submitted. This further authenticates the candidate performance.

Candidates are still submitting scripts of their role-plays of how they performed - assessors should note that this is not required for this task as this does not show application and suggests that the candidate may not been involved in dealing directly with customers.

Candidates are still including evaluations of their performance within their portfolios. Assessors should note that this is **not** required as supporting evidence for this task.

The key requirement is for candidates to apply their knowledge and understanding of the key needs of customers and that appropriate communication skills have been demonstrated and that a customer focused approach has been demonstrated.

When a letter was used as evidence for a candidate dealing with a complaint, the evidence tended to be poor and not up to Industry standards due, to poor spelling and grammar, lack of company logo, address and date. Candidates sometimes tended to offer customers unrealistic compensation; for example free holidays.

Centres should note that the witness statements produced by the assessor for this session's moderation were slightly more detailed than last series however at times there was not enough written evidence by the assessor to sufficiently reflect the requirements of the various mark bands.

Although overall there was some improvement within this task by centres Assessors should note that the comments they write concerning the candidates' performance are paramount to the moderation process.

Task C

This task addresses AO3 – use appropriate research techniques to obtain information to analyse vocationally - related issues and problems. This task is divided into two parts.

Candidates are to propose a method for evaluating customer service, design appropriate documentation which will aid and capture data and ensure that appropriate quality criteria have been used. The second part of this task requires candidates to give an explanation of why the chosen methodology is appropriate for their organisation.

There was an improvement this year with some candidates showing improved research techniques in terms of the documentation produced. Some candidates produced detailed documentation for their methodology, which included quality criteria and specific quality criteria and a system to assess in terms or performance of organisation. Candidates generally chose a point score of 1-10 or a system using excellent good and poor. Some centres did not include any assessment method in their documentation, which limit the transfer of data to a spread sheet. This design resulted in a tick sheet.

In some cases centres still tend to put these two tasks together and this unfortunately lent itself to some misinterpretation and understanding by the candidates of what was expected of them. It may be beneficial in future to encourage candidates to concentrate on completing task C before looking at Task D. At times candidates included all their graphs and results in task C instead of task D.

The majority of candidates chose at least two different methods of research and designed appropriate documentation to use however they tended not to refer to Benchmark standards and instead just stated the quality criteria that they were going to use. In most cases there was no evidence of bench mark standards in the documentation in Task C. However most of the candidates chose an appropriate method for evaluating customer service, and designed appropriate documentation for the selected method.

Centres should note that candidates are only required to choose one method not two, if two are chosen candidates need to justify the need for all methods selected and explain why each method is suitable for the chosen organisation and not the candidate. In the majority of cases the candidates chose either a survey, interview or mystery shopper exercise, or in most cases two of these. Some quality criteria were mentioned and described, there was some reference made to Benchmark standards in their discussions this series however, there is no evidence of these being shown on the documentation. In some instances, the candidates referred to the different choice of questions for their documentation, instead of the different quality criteria they had chosen to investigate.

Centres should note that for the higher mark bands, candidates must not only give quality criteria but also specific aspects of quality criteria and benchmark standards should also be included. The documentation must also be designed to support analysis of data that is easily transferred to a spreadsheet or database.

Bench mark standards for Visitor Attractions can be found on the Visit Britain website. The Association of Leading Visitor Attractions may also have some Benchmarking data used for standards. Candidates can also make up their own benchmark quality criteria or use criteria from a similar organisation.

An explanation is given of why the methodology type is appropriate for the research to be undertaken, but not always on how it is appropriate for the chosen organisation Candidates still tend to list mainly advantages and disadvantages of the different methods, e.g. (“surveys are quick and easy”), and not give an explanation of why their chosen methodology was suitable for the organisation. Many were found to be commenting on how the methodology type was suitable for the candidate and not the related organisation.

Although the majority of centres used the same organisations for task C and D in some cases different organisations were used. Although this is acceptable it may limit the candidates progressing up the mark bands.

The key requirements hear is for candidates to show **analysis** of the use of different research methodologies and their appropriateness for their organisations. Candidates should ensure that both parts of the task are completed and that the focus of their evidence is analysis.

Task D

This task addresses AO4 – plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.

Candidates are required to research ONE organisation, and carry out an evaluation of customer service covering a range of quality criteria with a link to bench mark standards. Conclusions should be drawn and recommendations made.

In this series of moderation, there was some improvement for some centres in terms of the evaluations produced by the candidates but on the whole evaluations still tend to be basic and more descriptive than evaluative. Candidates did base their discussions on their results. However in the majority of cases candidates did not link their results to benchmark standards.

In some instances it was found that candidates are not carrying out an evaluation of their organisation, but instead they are just describing their interpretation of their graphs. Centres should note this is not evaluation and graphs should only be used to substantiate the candidate’s conclusions, recommendations and findings.

Conclusions made were mostly straightforward with some recommendations for improvement, but at times these tended to be more product focused and not customer service focused. Therefore in the majority of cases MB1 was Best Fit.

To fully achieve MB2 assessors should note that there must be some depth to the evaluations, with reasoning in their judgements and conclusions made. These should be substantiated either through data supplied by the organisation or through surveys of customers, staff etc. It was found that candidates did not understand the concept of substantiation and therefore conclusions were often limited. In the majority of cases the research was only based on the candidates own experience and not on evidence gathered through surveys of staff and customers, or through data from their organisation. Recommendations should be customer service focused and not product focused and the evaluation should be objective and not subjective as was found in the majority of cases.

In the majority of the sample the results were based on the candidates own opinion and at times results could be limited as candidates tended to ask closed questions where a yes or no answer was all that was needed, therefore limiting their evidence.

To conclude; it was clearly evident that some of the candidates had carried out a vast amount of research. Unfortunately instead of taking this statistical information and using it through out their evaluations, they tended to just describe the contents of their various diagrams and pie charts, and NOT carry out an evaluation. This does not address the task. The key requirement is for candidates to assess, and they should ensure that all parts of the task are addressed and that the focus is on evaluation and their evidence should show them making an assessment or judgement. At times some of the questions used were product focused questions and not customer service focused.

Additional Evidence

Candidates do not need to show coverage of the 'what you need to learn' section, but to use these as guidance in answering the questions posed in the tasks.

2. Marking

On this moderation sample, marking at times was not accurate. There was a tendency to be generous, especially when awarding the higher mark bands. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors comments justifying their choice of mark band and mark awarded would have assisted the moderation process. Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors.

For example, in task A annotation could highlight clearly which sector has been selected the different types of customers – the range of customers and the needs accurately produced by the candidate. In task B annotation could show where the candidate has dealt with the different customers where they have met a need and where they have met a complex need. 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. For task D the assessor could highlight each reasoned conclusion and where the conclusions were substantiated it is also essential for moderators to see the pen portraits used in task B.

Centres are encouraged to annotate throughout the candidates' work, and should note that ticks are not annotation. Page numbering of candidates' work cross referenced to the tasks would be beneficial to the moderation process.

3. Administration

The deadline for submission of portfolios for moderation was met, by the majority of centres. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process. The correct sample was not always sent as centres tend to not include the highest or lowest if they have not got an asterisk against them.

Authenticity sheets were not always included with the work in order to confirm it was the candidates' own work.

Centres are encouraged to NOT put candidates work in plastic pockets as this slows down the moderation process.

Mark record sheets were included but at times not completed properly, in terms of the candidate name and number and there were some addition errors. Centres should also ensure that the candidates name and number are also on other parts of the assignment as well as the record mark sheet.

Assessor feedback sheets lacked detail and did not always relate to the mark band statements.

4. General Comments

Types of Evidence

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks A, B, C and D. Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in dealing with four types of customers. If this format is used, candidates' portfolios should include witness testimonies, assessment checklist or observation statement. This should describe candidates' performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

General Performance

Overall, candidates showed some knowledge of their chosen sector and the different types of customers however needs, were mainly lists and not exemplified. In task B some candidates were able to handle a complex situation with a specified customer; however documentation was at times weak. Types of customers were not always clear.

Candidates were able to collect research on different methods of methodology, for task C and select at least one method and design their own documentation for collecting data. Benchmark standards were not always included in the work the majority of candidates chose more than one method of research. Task D answers showed a lack of analysis and conclusions and recommendations were mainly straight forward and not matched to benchmark standards. At times candidates addressed the first part of tasks and not the second – this occurred in Task A, where the focus was mainly on organisations and how they meet the needs of customers.
Overall there was a slight improvement in this moderation series, especially with Task B and Task C.

6989: Destination Europe

This is the eighth series where there have been entries for this unit. Reports are available for each series are available on the Edexcel website. Centres that have been moderated will find moderator reports available within their centres.

This report will comment on changes observed over the previous series, provide a brief summary of common weaknesses with some suggestions to help improve performance. It will also summarise the assessment evidence requirements, candidate performance, the accuracy of the marking and the administration.

Changes observed

The majority of work submitted is better organised and the evidence easier to find than in the past, appropriate supporting documentation mark record sheets, assessor feedback sheets and authentication statements were more prevalent. Some centres have clearly 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.

Common Weaknesses

Task A

As in the last series, candidates are still unnecessarily showing all possible transport routes for each destination category. They should choose the most appropriate methods and relevant gateways for each category. Where separate maps of UK networks and gateways were included, they did not show how to access destinations located. Where road and rail networks are shown they were often inaccurate (i.e. crossing over water) and not labelled. The most appropriate routes to access each destination should be shown and labelled for the higher mark bands. Some are still including far too many destinations and do not select the 'most popular'. The location of countryside areas is a weakness areas shown are vague, inaccurate or else mountain ranges and not appropriate.

Task B

This task continues to produce the lowest scores and is a key weak area. The two elements of this task are still addressed as one when they should be **two entirely separate tasks.** There is too much emphasis on the pen portrait which is only one aspect. Candidates generally do not show an understanding of the features that give destinations appeal as they are either

- not describing the features that give their selected destination appeal at all
- describing all features in the selected destination
- giving theoretical descriptions of how destinations in general appeal to different types of tourists.

However in general, reference to the appeal to different types of tourists is often minimal. Understanding of needs is weak.

Task C
Candidates are presenting more analysis in their evidence, although some are still focussing on analysing appeal in general not growth in appeal. Coverage of controllable factors is often not presented as a separate section, restricting access to higher marks. The majority are still limiting their research to the internet, referencing tends to be limited to task C, rather than all tasks. Insufficient evidence is presented to support independent research.

Task D
For this series within the assessment some candidates included recommended places to visit and accommodation - both of which are completely irrelevant to the requirements of the task. Some pen portraits continue to hinder candidate achievement either by providing only straightforward needs or else by providing a complex journey.

Assessment evidence

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task A maps are required. There are four tasks for the unit as shown on page 36 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

Task A

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 six maps; one for each type of destination.

There should be some discrimination in the selection of destinations to be located, between all possible destinations in a category and those that are most popular. This can be achieved through research; for instance the 'Top 10 City Break Destinations'. It is not expected that in each category candidates would locate the same number of destinations; some categories are 'more popular' with tourists and there will be more destinations to choose from. On the maps, if 'symbols' are used they should be an appropriate size in relation to the scale of the map. For instance a small, discreet dot could be used for all categories, except 'areas' which should be shown as a defined area. Candidates should research *the most appropriate transport route/s and gateways* used by UK tourists to reach *each destination located*. They should not show all possible routes and gateways on each map. Where emerging destinations are shown these should be clearly highlighted to show that they have recently become popular. 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; that road routes are labelled to give the names of motorways or the road numbers of major routes.

The evidence expected for this task would also include 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, candidates are unlikely to refer to climate when explaining the features used to categorise tourist towns and cities but are likely to refer to climate for coastal areas. Candidates should show their understanding of how destinations are differentiated into different categories. For example they will identify which are the most important features for each category. They could first of all consider the purpose of travel (short break, business meeting, main holiday, package holiday etc.) to the category of destination and why holidaymakers choose to go to there; what kind of tourist activity will take place there. This information can help explain why some features are more important than others. 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, descriptions will not be needed. 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.

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

Candidate Performance

The evidence submitted continues to show significant improvements since the last series across all aspects. Marks awarded are now more frequently at mark band 2. There was a clear improvement in attempts to show access and transport routes to *each destination* located on maps, although these were in the minority. There was also an improvement in labelling *relevant* routes and gateways rather than all possible routes. Maps tended to have more detail – such as airport names. Some candidates continue to locate far too many destinations; this is not appropriate - there should be some understanding of key destinations evident. Some candidates had clearly researched appropriate transport routes and gateways and obtained details such as airport names and road numbers to add detail. Candidates should be encouraged to label their maps with the destination names, airports etc. It is recommended that they should complete all their research and know what will need to be labelled in the preparation stage so that they can then plan the map layout and decide on an appropriate size of map and labels.

As seen in the previous series, there continues to be an overall improvement in the explanations with fewer candidates describing the features of destinations. The explanation should explain how the features are used to categorise each type of destination. There was an improvement in the use of examples of features and destinations to inform and support explanations. This could be improved further to show how the similar or shared features helped categorise different types of destinations. 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. Some focussed on selecting a number of destinations for each category and describing their features, this is not appropriate evidence.
The vast 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. To access the higher mark bands, examples should support explanations with reference to specific features of destinations that overlap. The explanations of difficulties continue to lack the detail and reasoning seen in the explanation of the differentiation of categories needed to access mark band 3, most were just one short paragraph.

Task B

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 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 recommend a suitable destination to meet tourists' needs. The candidate should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and circumstances. Some suggestions can be found at the end of this section. 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 expected for this task would therefore be in two parts. The description should be of the *key* features of the selected destination that contribute to appeal. There should be reference to its appeal to the *different types of tourists* as given in the unit specification on page 36. There should also be a **separate** and clear explanation of how the destination meets the needs of the tourists and *links between specific features* at the destination and needs would be expected.

Candidate Performance

There was some improvement compared to the last series, in particular there were fewer instances of a country rather than a destination being selected. However evidence frequently did not fully meet with the specification requirements and scores are still disappointing. Evidence did not really show a sound understanding of how the key features of the destination related to its overall appeal. Evidence of understanding and application was shown most convincingly where there was less reliance on 'screen shots' and candidates had used 'their own words'.

Task B continues to be the weakest area of this unit. Many candidates still approached this as one task not two. They tended to consider features in terms of the tourist in the pen portrait only and many still did not consider the general appeal of the destination. There was no clear indication they had selected those *key features* that give the destination *appeal* to show *discrimination.*

An improvement was seen with the inclusion of pen portrait details in the majority of samples. However, some pen portraits misled candidates where they required candidates to recommend a 'holiday' to meet tourists' needs. Reference to elements of a holiday does not match the requirements of this task.

Summary of issues

Candidates still did not generally score beyond the middle of mark band 2 in this task. Much of the work was at mark band 1, low mark band 2. The main reasons for under performance were that the task requirements are not fully met. The task should be straightforward as it is assessing AO2 – application of knowledge and understanding. The common weaknesses hindering achievement are:

1. 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.

2. Key features that contribute to appeal are not discriminated.

3. The appeal of features at the destination to different types of tourists is not considered in the description.

4. The description and explanation are merged – resulting in descriptions that lack detail and limited explanations.

5. Complexity is not clearly addressed.

Note that

- 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

Improving Performance

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

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 <u>need</u>, 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.

Suggested task:

1. Look at details given in A – G. Identify the needs – straightforward or complex
2. Suggest what feature/s of a destination would meet each need.
3. Consider the types/nature of destination that may be suitable.

A. “The Wilkinson family wants to go near a beach or where there are water-sports and swimming. The children are still at school and so the family has to go away during the summer school holidays. They are worried because Mr. Wilkinson is on medication and cannot go out in strong sunshine or else he becomes very ill but they need it be warm for swimming”

B. “Mrs Jones is taking part in the Women’s Golf Open Championship when she returns home”

C. “John will be going alone and needs an electric wheelchair to get about”

D. “The music company will be bringing potential clients to the exhibition from all over Europe. It’s a high profile event and they need to offer the best that money can buy to win them over. The destination must be very special.”

E. “Mr and Mrs Barnes are taking their elderly grandmother with them. She is not in a wheelchair but has limited mobility”

F. “Tom and Jerry have a fear of flying as they survived a near miss two years ago at Manchester airport”

G. “The group of friends are on a tight budget”

Example answers A-D

A. Needs: Complex
The destination needs to be warm or mild rather than hot in July/August. The Mediterranean won’t be any good in summer as its too far south and so the sun will be very strong and too hot. A destination in Northern Europe would be better. They could think of a destination in the Lakes and Mountains of Italy rather than a traditional beach destination, or on shores of the Black Sea or a purpose built resort where there are enclosed heated pools – Centre Parcs.
Features - climate and landscape.

B. Needs: Complex
He is a professional golfer and needs to practise golf. A destination is needed that offers challenging, tournament rated golf courses and the services of professional coaches.
Feature – natural and built attractions.

C. Needs: Complex
Easy to get around independently, wide streets, not cobbled winding steep and narrow alleys, wheelchair friendly, level.
Feature – natural and built attractions

D. Needs: Complex
Easily accessible from across Europe as well as being an exclusive/desirable destination with a high profile that will attract many clients. This requires some thinking outside the box. Destinations associated with events such as the Cannes Film Festival, Monaco Grand Prix attract high spenders and the business market as well as day trippers. The high costs are exclusive and this is appealing.
Features: Transport and communication, Events and Entertainment, Facilities, Cost of Visiting

From their discussions candidates can start to distinguish between 'wants' and 'needs' and relate them to their chosen destination beyond stating "they wanted a cultural experience so they can visit these museums". The suggestions given can be adapted and extended to compile pen portraits offering for complex needs. When compiling pen portraits needs should be considered in terms of:

- Health issues – climate, landscape
- Special needs – impairments – mobility
- Travel issues – fear of flying, toddlers, pregnancy
- Time restraints – impacting on travel time and ease of access (transport)
- Budget – either lack of or exclusivity as stated above
- Special interests – sport/training, hobbies, events, taking own equipment e.g. boat
- Conflicting interests within group
- Educational, training, gathering research, project

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.

Structure
Candidates could be given a structured format to follow to present their evidence, as follows

1. Name of the destination I have selected e.g. Chania, Crete

PART ONE

2. List of the key features that give my destination appeal (up to a maximum of 5 should be chosen)

   E.g.
   - Climate
   - Natural and built attractions
   - Accommodation
   - Cost of visiting

3. Detailed description of the key features of the destination.

   E.g.
   - Climate
   - Natural and built attractions
   - Accommodation
   - Cost of visiting

4. List of the different types of tourists that are attracted to my chosen destination.

   E.g.
   - Couples
   - Young people
   - Visitors with special interests
   - Families

5. Description of how the key features of my destination appeal to these different types.

E.g.

- Couples
- Young people
- Visitors with special interests
- Families

PART TWO

6. Pen portrait details.

7. List of straightforward and complex tourist needs.

8. An explanation of how the features at the destination I have chosen meet the needs of the tourists.

9. An explanation of how complex needs are met.

10. Summary

A similar format could be devised for other tasks. Besides assisting candidates a clear structure with headings matched to evidence requirements and suggested topics in the specification also helps to signpost key evidence for the assessor.

Checklist
A checklist or tick list could be issued to candidates to help them write up their findings. Before they submit their work they could use the checklist to double-check that they have included everything and identify action points if there are any omissions.

Suggested checklist for Task B

Task B **Check your work**	**Yes/No**	**Action**	**Deadline for completion**
Have you *described* the selected destination?			
Have you selected and *described* the *key features* that contribute to its appeal? (rather than writing about all the features as given in the specification)			
Have you described the *appeal of features of the destination to different types of tourists*?			
Have you clearly *identified the different types of tourists* who would be attracted to the destination?			
Have you *added detail* such as names of places, attractions, events?			
Is there a *separate explanation* of how the destination features meet the needs of the tourists?			
Have you *made clear links between named features and needs*?			
Have you identified *complex needs and explained* how these are met?			

Task C

Evidence Requirements
This task targets Assessment Objective 3 (AO3): the candidate's ability to research and analyse.
This task is in two parts:

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

For the first part of this task, evidence of research should be provided for *all tasks* - A, B, C and D. Evidence expected is a bibliography indicating the sources of information used for research in *each* task. It is also expected that sources are referenced within the work submitted for *each* task. It is not expected that candidates use the Harvard referencing system precisely although some similar format with detail would be expected. There should also be evidence that the candidate has obtained information independently. 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. This could be a statement from the candidate endorsed by the assessor that indicates how the sources were obtained to confirm that research was conducted independently. Candidates are expected to consult a range of sources for all tasks, beyond the internet. They could consider trade journals, newspaper articles, brochures and travel guides.

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

Candidate Performance
There was some improvement overall. Evidence of research was better evidenced. Most candidates submitted a bibliography for at least one task. Evidence of independence was still absent from most of the samples. Whilst more than seen in previous series 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. 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, albeit a minority.

However, in terms of research there was still an over-reliance on websites and limited evidence of a ‘range of sources’ being accessed by candidates. Centres are reminded that lots of websites constitute one source of information. Some assessors stated on feedback sheets that research was undertaken independently. This is not appropriate if higher mark bands are to be considered (see above), where independence should be made clear by the candidate.

Fewer candidates chose countries rather than destinations. Some candidates continued 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.

For the second part of the task, 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. Candidates still did not always address the issue of ‘**growth**’ in popularity and appeal and tended to explain or describe why the destination is popular. There was some improvement as some candidates did offer and explanation of the destination’s rise in popularity, linked to a variety of factors. Candidates tended to approach each factor in isolation, used headings for each and would conclude with a brief statement. They tended not to consider the overall effect on the growth in popularity and appeal; or the relationships between factors and consequences. This is a skill that requires further development.

Where addressed, candidates still provided mainly superficial analysis of how the destination had controlled factors to maximise their popularity and appeal. There continues to be an apparent weakness in understanding the requirements of this aspect of the analysis. In many instances, reference to controllable factors was vague or implicit and often addressed superficially under destination management. Some are still referring to Destination Management Companies and this is not appropriate. The analysis is best presented under a separate heading. Some candidates employed a useful technique by identifying the factors that were controllable and using this as the starting point for their analysis.

Summary of issues

In task C research evidence across all four tasks is to be assessed. Most candidates are not achieving beyond the mid point of mark band 2 for the research aspect.

This is mainly due to common weaknesses:

- There is an over-reliance on the internet for research; evidence of different sources being accessed is minimal.
- Referencing tends to be found only in task c and is limited to identifying sources.
- Research is evidenced by many through bibliographies alone.
- Research evidence for all tasks is not provided.
- Candidates do not provide sufficient evidence to show independent research.

Improving Performance

Strategies for overcoming the latter are well documented in previous reports as well as centre reports. Good practice has been shown where candidates submit a research log signed by the student and endorsed by the assessor or else where details are given within the bibliographies indicating the usefulness or otherwise of sources accessed.

Evidence of research is often omitted for task A. However 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.

To encourage candidates to think beyond the internet, centres could refer candidates to the higher marks available when there is evidence of different sources being accessed. 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.

Research Rules or 'challenges' could be set for instance:

- Research task A without using the Internet, keep a detailed record of all sources
- Provide evidence of research from a text book, travel guide, holiday brochure, newspaper or trade press for set tasks
- Keep a log of research undertaken, update weekly. The log should be designed so the candidates keep track of important details needed for a bibliography such as title, author, page references, or for website date of access and full address.
- Include at least four references per task.

To access higher marks, candidates also need to learn how to present a bibliography and that www.google.com is a search engine and not a source.

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 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.

Task D

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.

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

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

Candidate Performance

This task continues to show improvement and many candidates are achieving mark band 2 and mark band 3 marks. Downloaded routes, route-planners and itineraries were less common. Much of the work was more evaluative than descriptive. Fewer candidates gave descriptions of routes or else theoretical assessments. Some candidates had included assessments of methods and/or routes that were unsuitable with reasons linked to needs, showing a range of modes of transport had been fully assessed gaining higher marks. 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. Centres often used the examples given in the specification guidance (page 44 Assessment Guidance - 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.

Some candidates still listed 'advantages and disadvantages' for each transport option. This is not appropriate for an evaluation and these do not need to be included as evidence. Lists or tables of 'advantages and disadvantages' are useful tools to help candidates prepare the assessment but cannot be considered 'an assessment' mark band 2 and above. These should be placed in an appendix and the results should be used to inform the assessment. Good practice demonstrating assessment was 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'

Many candidates still did not consider suitability in meeting needs against a range of factors but focused only costs, time and convenience. Reference to 'factors' was not always clear. Good practice was seen where a structured format was applied for the assessment, similar to that suggested for task b. For each mode considered, subheadings of each factor were included and candidates were able to assess suitability against each factor guided by the headings.

In this series, there were a number of instances where candidates included recommendations of where to stay and places to eat and visit, this is completely irrelevant to this task and should not be included. Some centres are also still providing unnecessarily complicated journeys. 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

Marking
Generally, marking still tended to be generous although there was an improvement. There was some evidence that the '*best fit*' assessment model was being applied more successfully especially where feedback sheets were detailed and showed how assessment decisions had been reached. High marks sometimes still seemed to be awarded for 'effort and hard work' whilst the evidence did not always match the task requirements or higher mark band criteria. Candidate evidence should be assessed solely against the criteria in the specification. The tasks to be completed are detailed on page 36 of the unit specification, Assessment Evidence. For each task there are three marks bands. *The mark band statements do not set the tasks, they outline the assessment criteria.* Details of how to apply the best fit model are well documented in previous reports.

There was some evidence in this series of harsh marking within Mark Band 1.

Task A
Overall marking was slightly generous for this task. Weaknesses on the maps were often the selection of appropriate destinations that are popular with UK tourists, the accuracy of the locations and the appropriate (i.e. relevant) gateways, road and rail routes and lack of detail. 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 and 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. 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 have been described in detail and there are clear links between features and the needs of the tourist in the explanation. As needs are straightforward rather than complex, this is a weakness and marks from the lower end of mark band 2 would be appropriate.

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; sources were limited (mainly 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 *assessmen*t. 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 Theoretical assessments, not related to tourists needs, should limit the marks awarded.

Administration
OPTEMS forms were mainly completed correctly. 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:

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

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent in their portfolios. It is not necessary to submit first drafts of work if this has been amended and re-written.

This unit allows the opportunity for oral communication in presenting a suitable destination to a customer. If this format is used, 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.

6990: Destination Britain

This unit is now an established unit within this qualification as it is in its seventh series. There are reports for each series available on the Edexcel website.

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented. There are four tasks for the unit as shown on page 36 of the specification.

Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification and summarised as:
AO1 – knowledge, skills and understanding (task A)
AO2 – application of knowledge, skills and understanding (task B)
AO3 – research and analysis (task C)
AO4 – reasoned judgements and recommendations (task D)

Assessment Objectives (AOs) for the qualification.
These AOs are given on page 155 of the specification and summarised as:
AO1 – knowledge, skills and understanding (task A)
AO2 – application of knowledge, skills and understanding (task B)
AO3 – research and analysis (task C)
AO4 – reasoned judgements and recommendations (task D)

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

Changes Observed

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

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, but then only focus on one or two specific towns within that area. However, in the main, 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. Interdependencies and interrelationships were often omitted and if included, evidence continues to be descriptive with no or limited explanation. There was limited reference to how tourists would be attracted to the specific area. Much of the evidence was still in Mark Band one but with more examples in Mark Band two.

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.
- 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. 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. However, there was some significant improvement from some centres for this part of the task. For higher mark bands candidates should describe the key features that give their selected destinations appeal. This may be more than those included in the itinerary as the destination may have features that don't meet the tourists' needs in the pen portrait but are significant in giving the destination appeal. For example, 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 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.

Task C

This task is about research and analysis – AO3.

- Candidates should research and analyse the scale of tourism to the British Isles in terms of visitor numbers, type of visitor, visitor spending and bed nights.
- Evidence of research is likely to be through a bibliography and referencing of sources.
- Evidence of obtaining sources independently could come from a 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 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 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 should 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 candidate 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. This is a weakness of this task. 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 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.

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

Task D

This is the AO4 task requiring candidates to evaluate, draw reasoned conclusions and make justified recommendations.

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

Candidates mainly selected appropriate destinations with Blackpool, Hastings, Chester, Liverpool and London being the most popular.

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 some cases, particularly when Blackpool was selected, 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.

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 JCQ.

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

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

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

For task D the assessor could highlight where the candidate had made an 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 their portfolios.

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

Please note that Onscreen Support for Centre Assessors (OSCA) is available through Edexcel Online. OSCA is an Edexcel system which allows centres to develop understanding, receive feedback and demonstrate an ability to assess accurately. Successful participation in OSCA activities enables Programme Leaders/Department Heads to become accredited. More information on OSCA can be found at http://www.edexcel.org.uk/sfc/feschools/news/online-support-for-centre-assessors-osca.htm.

6991: Travelling Safely

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

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

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Candidates needed to use appropriate research techniques to obtain information to analyse vocationally related issues and problems. Finally candidates were required to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Most candidates attempted all questions and consequently they picked up marks across the paper. Overall analysis throughout was very poor and the main area of weakness on most papers.

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

Question 1

Q1a) In most cases the Civil Aviation Authority and Association of British Travel Agents were correctly identified. However more students struggled with EASA – European Aviation Safety Agency. This agency took over JAA responsibilities.

Q1b) The majority of candidates attempted this question, but very few candidates were able to answer it well. Most candidates tended to give rather vague answers about air space policy and safety. IATA is one of the organisations referred to in the specifications.
One answer that scored maximum marks was;

1. They ensure air transport providers meet the same global standards
2. They regulate travel agents who sell scheduled airline tickets

The specification states that candidates are required to summarise the main responsibilities and regulations organisations have put into place.

Question 2

Q2a) (i) and ii) Generally this was a well answered question. Most candidates were able to use the information provided to identify that valid passports would be required by both Pamela and Maigret and then went on to identify that whilst Pamela would not require a visa, Maigret would. Candidates could also usually identify two additional pieces of information to score maximum marks here.

There are still candidates who do not realise that they need to use the information provided in the extract in the paper to provide the correct answer. Instead they say 2ai) 'they will need to know whether their passport is required in the holiday destination in which they are wanting to travel to' 2aii) They will need to know whether a visa is required for the holiday destination in which they are wanting to travel to. They will also need advice on how to get a valid visa with their correct details on'.

This is a question testing AO2 skills. Candidates need to understand the requirements of this.

Q2b) This was a question that was well answered by the majority of candidates who could identify that vaccinations would be required for Hepatitis A, Tetanus and Typhoid. Yellow fever was another correct answer but most candidates gave the first three.

Q2c) Again this was generally a well answered question with most candidates able to describe the causes and symptoms of Yellow Fever. Candidates who had not studied and learnt this did guess, mostly incorrectly!
One answer that gained maximum marks can be seen below.

i) Causes. 'When an infected mosquito bites someone and causes them to contract the disease.'
ii) Symptoms. 'Vomiting, headaches and nausea will be felt by the victim.'

Q2d) This question tests AO2 and therefore candidates need to apply the information provided to answer the questions. Despite this many candidates failed to use the material provided.
An answer that scored 7 marks can be seen below;

Advice 1. 'Signs of altitude sickness should never be ignored.
Explanation. This is because people can die from altitude sickness if the signs are not known or ignored. Therefore travellers need to know what the symptoms of altitude sickness are before trekking so that they will know how to handle the situation if it occurs.
Advice 2. The best form of treatment is to descend to a lower level.
Explanation. If travellers do not know this and keep climbing altitude sickness could worsen resulting in death therefore knowing how to treat altitude sickness will help.'

The candidate did not score the full 8 marks available because there was a bit of repetition in the last sentence.

Question 3

Q3a) The vast majority of candidates correctly identified the Disability Discrimination Act and gained the mark available here.

Q3b) This was not as well answered as in previous series. The Supply of Goods and Services Act did seem to be one that candidates' did not know the details.
One answer that did score maximum marks can be seen below;

1. 'The organization must provide accurate information on the goods and services they provide.
2. Prices must be fair and terms and conditions must be kept to.'

Q3c) This was not as well answered as 3a). However the majority of candidates were able to identify The Trades Description Act.

Q3d)
There were many descriptive answers provided for this question. For example;
'Travel agencies could keep data safe by locking information in drawers. They could use a password for computers.'
The command word for the question was explanation. Descriptive answers could only score a maximum of 3 marks.

One good answer using explanation can be seen below. It scored 6 marks.
'Small independent travel agencies have to make sure they follow the Data Protection Act and to do this they have to make sure that all of its practices and procedures are followed correctly. To make sure this happens travel agencies must train all of their staff effectively to ensure that they understand what has to be done to comply with this Act. If however, members of staff do not meet the correct needs of complying with it they then would receive further training. All staff have to ensure that all the personal details of all customers are kept safe and private. No documentation about customers should be left unattended by staff members and security practices and procedures should be enforced such as passwords and secured files so nobody can get hold of the information unless the customer agrees.'

Question 4

Q4a) Candidates did score generally 2-3 marks on this question. Sometimes if answers were repetitive in nature this did restrict marks. Most candidates were able to make at least two or three suggestions that were related to the train industry.
One candidate who scored the full four marks available provided the answer below.
'
1. Trains should travel at a slower speed when going through stations.
2. Have baby seats for young children to sit in.
3. Bridges at stations should be rebuilt and made so they are not accessible for people to jump off.
4. Have trains with more carriages so there is always a seat for everyone to avoid congestion and danger for passengers.'

Q4b) This question was generally quite well answered. Candidates really seemed to understand the role of the Foreign Office and embassies and consulates. The foreign office role has come up in previous exams and it was clear that candidates had revised for this topic.
One answer that scored maximum marks can be seen below;
'Situation 1. Lost passport overseas
Help Offered. If a British tourist loses their passport overseas the FO will liaise and provide temporary documents to get travelers home
Situation 2. Force majeure occurs
Help Provided. Foreign Office embassies and consulates will liaise with tour operators to either repatriate tourist already abroad or offer other assistance to injured British travelers to help them recover and get home.'

Question 5

Q5a)(i) (ii) and (iii) Generally well answered questions with the vast majority of candidates scoring three marks. It was good to see that candidates could easily identify the relevant sections from the extract provided.

Q5a)(iv) Again generally a well answered question with most candidates scoring 3-4 marks.
The following four pieces of information were provided by one candidate who scored maximum marks.

'1. It must be notified to the office by the person who made the booking, in writing.
2. The date of cancellation is when notification is received by Libra Holidays
3. Cancellation charges are 80% of holiday costs.
4. Can claim these charges if covered by insurance policy'

Q5b) This question was not well answered by all candidates. The command word was explain, however many candidates described. For example – 'The booking conditions are important. The Scarfs will be completely responsible for the payment of the total holiday price. The Scarfs are responsible for the payments of any cancellation charges should that be the case.' Descriptive answers could only gain a maximum of two marks.

One answer with explanation that scored five marks can be seen below.
'The booking conditions are important to both parties. Firstly to the customer, Mr and Mrs Scarf because they need to be aware of any charges due to cancellation, deposit charges and terms of changing their holiday before they book so they know what they can claim or lose if something goes wrong. Libra has to provide booking conditions so everyone is clear and it covers them if people try to claim or sue against them saying they were unaware, as they have a signed declaration from the customer.'

Question 6

Q6a) This was not a well answered question. The question specifically asked for suggestions for information useful to travelers caught up in an earthquake. Many suggestions made reference to telling people where earthquakes are likely so that people do not book holidays there, which would not be useful to people caught up in an earthquake. Candidates got one mark for each suggestion and one mark for the justification of each suggestion. Some suggestions that received the full two marks available can be seen below;
'Get under a table and cover your head because it prevents objects from above hitting you.
Make sure you evacuate the building you are in as soon as possible so that you can avoid being crushed if the building collapses.
Always carry a torch because if the earthquake happens during the night, the lights are usually not in use and the torch will allow you to see where you are going and attract other people.'

Q6b) This is a question that has appeared in previous exam papers and it was pleasing to see so many candidates scoring well here. One answer that scored maximum marks can be seen below;
'The main difference is the number of people involved in the situation. A large scale emergency involves a large number of direct victims and many people often need to become involved in dealing with the situation like FCO, tour operators, whereas a small scale emergency involves from one to a few people and is usually a lot simpler to deal with. For example a lost passport or the death of one tourist.'

Q6c) This question clearly divided candidates. Many weaker ones merely repeated sections of the extracts with very little comment from themselves. Slightly better answers did use the extract but only gave one side, normally the airport response. This meant they did not fully answer the question asked. One response that scored seven marks can be seen below;
'The airline dealt with the crash effectively as cabin crew dealt with the incident in a professional manner, they also prioritized the safety of their passengers making sure everyone was accounted for and also keeping passengers calm in the situation. As well as this the pilot made a quick decision to glide the plane over Heathrow's perimeter fence which meant they prevented further devastation such as car crashes. Therefore overall the situation was dealt with professionally and efficiently by the airline. However the airport was not efficient as it seems there was a loss of communication between the emergency services for them to reach the accident so long after it had happened. As well as this the professional manner of some airport staff was poor as they told one passenger they were lucky to be alive. This information gave the impression that staff were not interested in the well being of passengers which is surely more important than security at this time. Therefore the airport was less effective at dealing with this emergency than the airline.'

Q6d)(i) Overall this section of the question was answered well. Most candidates gave a detailed description of an emergency situation. Common responses linked either to the terrorist attacks of 9/11 or the London bombings. Whilst all of these were accepted this series, in the future marks from the higher end may only be awarded for answers where research is current.

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

Q6(d)(ii) This question is challenging and is weighted AO3 which requires candidates to draw on research and show analysis. Many candidates showed a detailed knowledge of how each emergency was dealt with. However much of this was not related to the travel and tourism industry – fire service, government and locals. With the London bombings in particular candidates struggled to relate their answers to how the travel and tourism industry dealt with the situation.

Whilst detailed descriptions from candidates were common, the question asked for analysis. Analysis was generally non- existent. Some candidates gave explanations rather than analysis but the vast majority of candidates provided descriptions. One typical descriptive, and therefore Level 1, answer can be seen below;
'The travel and tourism industry dealt well with it ensuring that all passengers due to travel received alternative holidays or money back. They ensured all people stranded in the places where it happened returned home safely. Aid was given to those passengers over there to ensure their safety. Those with relatives who were killed were transported back to England at the appropriate time. Also medical treatment was given to all who needed it. Compensation did not cover loss of possessions.'
The specification states candidates are to learn how large-scale emergency situations were dealt with by organisations in the travel and tourism industry.

One candidate response that was current and did achieve level 2 marks can be seen below;

i) An Air France flight that was leaving Brazil to fly back to Paris CDG airport crashed into the Atlantic Ocean. The plane hasn't been found yet (it hadn't on the day this exam was sat) as it is thought to have sunk and everyone on board is thought to have died.
ii) The situation of the plane crash was dealt with effectively and quickly by the travel and tourism industry considering the lack of information that was available. The incident was handed over to other authorities such as CAA, IATA and Brazilian Naval police force. Air France and the travel and tourism industry have acted just to make sure that normality has returned avoiding accusations that it was a terrorist attack so that panic does not spread like it did in 9/11. Flights to and from Paris to Brazil have returned. This shows that Air France and the travel and tourism industry have acted fast on the situation.'

PLEASE NOTE THAT CANDIDATES ARE EXPECTED TO RESEARCH TWO OR MORE EMERGENCY SITUATIONS THAT HAVE AFFECTED THE TRAVEL AND TOURISM INDUSTRY.

In preparing candidates for the exam, centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question i.e. describe, explain, analyse etc.

Note to Centres

Please note that in the 2010 series, the Quality of Written Communication will be assessed in all Travel and Tourism GCE papers.

Learners will be assessed on their ability to:

- Ensure that text is legible and that spelling, grammar ad punctuation are accurate so that meaning is clear
- Select and use a form of writing appropriate to the purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

See page 175 of the specification dated May 2009 for details.

6992: Resort Operations

Materials available

Support materials for assessors including a marking portfolio guide are available on the Edexcel website.

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

1. Key Issues

Task A
Although there were more learners who explained the links between the resort and UK office, the evidence tended to be brief. Examples were given however in many samples the examples were limited in detail.

Task B
Whilst evidence has improved significantly there were still a few centres who submitted limited evidence to enable moderators to ascertain how effectively materials were used in the welcome meeting and what learners did to effectively interact with the audience. Whilst the level of feedback for the selling situation has improved in some samples it too was difficult to ascertain how well learners met the needs of the customer set in the pen portrait. Evidence in some samples was clearer as to how effectively the problem situation was dealt with however in other samples why the problem was complex, when awarding high mark bands, was not always clear.

Task C
There was a slight improvement with this task however still the majority of learners are mainly providing evidence of research through a bibliography rather than referenced across all tasks. This series more learners showed evidence of a range of research.

Task D
This task was much improved. Now many learners are starting to evaluate the significance of induction, training and product knowledge rather than describe each. A few learners still evaluated the recruitment and selection process which is not a requirement of the task. Overall where learners showed weakness it was mainly due to reasoning and justification.

2. Assessment Evidence

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

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task b) learners are required to organise and present a welcome meeting, sell an additional service including completion of appropriate documentation and effectively handle a problem situation for a customer whose needs and circumstances are given. There are four tasks for the unit as shown on page 73 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

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

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

Learners are also expected to include an explanation of situations that require the resort office to liaise with their UK office. This should be an explanation showing understanding of the topic. This aspect of the task is an explanation rather than a description. Marks in the higher mark bands should not be awarded when only descriptions are given. Examples accepted could be any situation where the resort office liaises with the UK office. For example an emergency in the resort such as a hurricane, a death in resort, building work updates, rooming lists, flight delays due to fog etc.

Like previous series the descriptions of how the resort operates was often in some detail. Most samples did consider the operation of the overseas resort rather than simply the duties of the different overseas representatives. Some learners however, included details of resort representatives' personal presentation and or details of travel agency structures and their operation which is not required.

In terms of the explanation then more learners gave an explanation of the situations that require the resort office to liase with their UK office compared to previous series. Although there were more learners explaining for this part of the task, many explanation lacked detail and some still described rather than explained how the overseas office liaises with the UK office. Generally examples were given to support the explanation however often the detail was lacking. There were a few centres that really focused on the requirements of the task and evidence throughout was in line with the requirements of the specification.

Task B
Organising and presenting a welcome meeting, selling an additional service including completion of appropriate documentation and effective handling of a problem situation for a customer whose needs and circumstances are given.

Evidence expected would be in three parts: One that demonstrates organising and presenting of a welcome meeting. The type of evidence to support the task could include an individual observation record linking to the assessment criteria, copies of welcome meeting invites, room plans, a map used to show customers where excursions are located, excursion leaflets, welcome meeting notes etc. Please note that notice boards and detailed information booklets are not required. Self-evaluations are also not required.

The second evidence could include an individual observation record linking to the assessment criteria of how well the learner dealt with the selling situation, copy of the excursion booking form, excursion leaflet, car hire booking form etc. There must be a pen portrait that identifies a customer, their needs and circumstances, so that learners can recommend ***one*** selling situation. The learner should sell a situation to the customer based on the requirements highlighted in the pen portrait. It is useful if the pen portrait is included so that the moderator can see how the learner met the needs of the pen portrait. Observation records should give sufficient detail to explain how the learner met/did not meet the needs in the pen portrait. If the selling situation is completed at the end of the welcome meeting then the evidence must relate to the one to one selling situation. Promotion of excursions or car hire within the welcome meeting is not sufficient evidence for this part of the task.

The problem situation could include an individual observation record detailing the complexity of the problem situation and documenting the performance of the learner dealing with the problem in relation to the assessment criteria. Evidence should also include a complaint form or similar documentation if the problem is to be dealt with effectively. Assessor feedback must make it clear why the problem is complex if awarding higher mark bands.

For all the three parts scripts should not be encouraged, as learners marks will be restricted. Submitting one individual observation record covering all aspects of the task may also restrict marks unless evidence clearly shows that all three tasks were carried out and feedback relates to the performance in each of the three situations.

Of the three tasks the welcome meeting often appeared to be the face to face situation which performed the best. Many learners did show traits of the higher mark bands for their welcome meeting in terms of structure and welcome meeting knowledge i.e. depth of knowledge in welcome meeting content and presentation of information. The use of materials such as maps, excursion leaflets etc were commonly used by learners however in a few samples evidence was limited to ascertain how effectively these materials were used i.e. the feedback did not exemplify how the materials were used effectively. In some cases, although fewer this series, it was also difficult to determine how effectively learners engaged the audience. Assessors should make reference to this in the feedback given especially if awarding higher mark bands. General comments just stating this was met e.g. 'interacted with the group well' is not sufficient to award higher marks within mark band two or three. Feedback must detail why the assessor made the judgements e.g. how were the materials used effectively etc?

There was an improvement in learners meeting customer needs (given in the pen portrait). Still like the previous series, it was not clear in some samples whether the learner had individually dealt with a customer or whether the excursions had been promoted to all customers when the selling situation was combined with the welcome meeting. The promotion of the excursions possibly will be included at the welcome meeting however if the selling situation is used in conjunction with the welcome meeting there should be evidence of face-to-face selling with a customer at end of the welcome meeting. The learner should use the information presented in the pen portrait. There should be assessor's feedback to detail what needs were met and how the needs were met. Pen portraits were not always provided which made it difficult to gauge how well the needs in the pen portrait were met.

In some samples the evidence as to why the involvement in dealing with a problem was complex was unclear. More centres provided evidence of how effectively the problem was resolved but there was limited evidence to determine why the problem was felt to be complex. If a situation appears straightforward but the handling of the problem makes it complex e.g. having to deal with the emotions of the customer etc then the assessor must document this to show how and what made the situation complex.

Task C
Research undertaken to complete all tasks.

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

Evidence expected for this task is a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. At the higher marks this should be used in the body of the text not just a reference at the end of a statement. It is not expected that learner use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence that the learner has obtained sources independently. This could be a statement from the learner or the assessor indicating how the sources were obtained to confirm the independence.

Most learners submitted a bibliography. Some assessors provided a statement on feedback sheets explaining how the research was undertaken independently and some samples included a statement from the learner. In many samples there was a range of research evident however limited referencing in the body of the text. It should be noted that the use of examples are credited in tasks A and D rather than C. It is the sources used to find these examples that form the evidence for this task. There were still a number of learners who simply sources websites.

Learners are required for mark band two and three to have researched independently. Evidence of independent research was much improved with more learner detailed information about the sources used. For mark band two and three evidence should include the appropriate selection of resources and show some synthesis.

Task D
An evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service.

Evidence for this task is expected to address the significance and be an evaluation. The evidence was much improved as many samples were evaluative rather than descriptive. More learners did focus on the significance in relation to delivering high quality customer service. Overall however the conclusions were still in same cases limited in detail and few learners substantiated their conclusions. There were a few centres where evidence was mainly theoretical, rather than evaluative and the links between the significance of the activities and provision of excellent customer service was not explicit in all learners' work.

There were still some learners that included recruitment and selection of overseas staff as evidence, which is beyond the requirements of the task. There were more appropriate examples of practice included in this series compared to previous series which was encouraging.

3. Marking

Marking in some centres was more in line with the national standard however there were still some centres that were generous specifically in task A and C. Learner evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, where task D requires an evaluation then if work is descriptive then mark band one applies, mark band two could only be considered appropriate if learners show some evaluation with some reasoned conclusions. 'Best fit' would need to be considered to determine whether the evidence is overall descriptive with some evaluation or overall evaluative to determine if mark band one or two is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, if mark band two is considered best fit, low marks from the mark band should be applied if the evaluation lacks detail in parts or conclusions have limited substantiation. If mark band one was considered best fit then higher marks can be awarded to credit the conclusions that are made e.g. if there were parts that show some detail or reasoning.

Task A

Marking of this task varied. Most work submitted was considered best fit either at mark band one or mark band two. The key weakness was usually related to the judgement of the explanation of situations that require the resort office to liaise with their UK office. Where learners evidence was overall descriptive with limited explanation mark band one or low mark band two was often most appropriate. In some samples credit was given for descriptions rather than explanations of situations that require the resort office to liaise with their UK office.

Task B

Marking of this task was in some samples generous. In these instances, welcome meeting evidence did not indicate how well learners interacted with the group or how effectively they used materials. In a few samples, the selling situation showed limited evidence of meeting of customer needs from the pen portrait. Still few pen portraits were submitted. Details of how learners identified the customer needs were missing in some samples i.e. what learners did to meet the customers' needs.

In a few samples awarded mark band two or three it was not clear if learners dealt individually with customers or whether they had simply just promoted the excursion in the welcome meeting. In some samples evidence appeared to be theoretical i.e. activities to state what the overseas representative would do. For the selling situation documentation should be submitted and completed. In some samples this was not evident. Some of the problems dealt with appeared straightforward and details as to how effectively learners dealt with the problem were limited or missing. Where high marks were awarded at the top of mark band two and in some cases at mark band three it was difficult to agree with the judgements where the evidence of the differentiating traits of the mark bands was missing such as the problem appeared straight forward and or documentation missing.

Task C
Marking of this task was generous. Mark band two requires learners to use different sources for their research. This should be from different types of sources e.g. guides, textbooks, websites, newspapers, brochures etc. Some learners this series did show a range of sources used in a bibliography but the referencing tended to be mainly focused on websites or research was irrelevant in relation to the task i.e. images which served no purpose to the task. In some samples, evidence of research equated to a number of examples with no referencing of the sources used to find the examples given i.e. simply stating the tour operator. Examples are credited in tasks a) and d). In many cases the evidence was more characteristic of mark band one i.e. mainly through a bibliography rather than referenced in the body of the text. In some samples the referencing was not balanced across all tasks i.e. task a) was well referenced yet there was limited or no referencing in task d) however the assessor awarded high mark band two or mark band three.

Task D
Marking of this task was marginally generous when awarding the top of a mark band or when awarding the higher mark bands. This was because either the evidence lacked detail in the evaluation or because conclusions were subjective. There were however a few centres still awarding high mark band two where learners only evaluated the methodology.

4. Administration

Centres met the deadline for submission of portfolios for moderation.
OPTEMS forms were generally completed correctly.

Samples submitted were correct. Centres submitted asterisked samples. Where learners were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Centres were using the standard forms produced by the awarding body. However, some Candidate Authentication Sheets, Candidate Mark Record Forms and Mark Record Forms were not fully completed – perhaps missing candidate numbers, or in some cases, candidate signatures. Many centres did submit task feedback sheets as provided on the Edexcel website.

Centres did submit Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website at
http://www.edexcel.org.uk/quals/gce/travel/as/879one/.

Annotation on coursework was in some centres limited. Please note that this is now a JCGQ requirement. Annotation should highlight where key evidence could be found e.g. specifically where descriptions, explanations, referencing of research, evaluation etc could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where learners show detail of the resort operation description and show where learners had explained, rather than described.

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

In task C annotation could highlight where the learner had referenced sources and specifically where learners had researched independently.

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

5. General Comments

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

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

This unit allows the opportunity for oral communication in presenting work. If this format is used, learners portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audiotapes and computer discs and CDs are not required as forms of evidence. Where centres and/or learners have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

6993: Responsible Tourism

General Comments

Questions were set to assess candidates' learning of the content of the specification. Questions were devised to meet the requirements of the Assessment Objectives (AO) which are given on page 155 of the specification. These are summarised below together with the weightings to be applied for this unit.

	Summary of AO	Weightings	Typical requirements of questions
AO1	Knowledge and understanding	20 – 25%	Describe, state, explain, identify, comment on.
AO2	Application of knowledge and understanding	20 – 25%	Explain, suggest, state.
AO3	Research and analysis	25 – 30%	Analyse, 'give an example you have researched', 'give details'
AO4	Evaluation, reasoned conclusions, justified recommendations	25 – 30%	Assess, suggest, 'give your opinion', recommend, justify.

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

There were 90 marks available on this paper.

This report will comment on each question in the paper. It will comment on the general performance of the question and the key strengths and weaknesses in responses. Examples will be given and suggestions for improvement will be included.

Overview

There were two case study destinations in this paper, one from the UK and one overseas destination, both were from the More Economically Developed World (MEDW). The UK destination was Greenwich, a tourist town and the overseas destination, Benidorm, a seaside resort. For this paper, question three focused on the Principles of Responsible Tourism and the Management of the Impacts of Tourism. Each question was worth 30 marks and within each question, the more challenging questions targeting AO4 and AO3 were towards the end of each section.

As in the last series, candidates seemed to engage very well with most aspects of the paper and the majority attempted all questions and were able to demonstrate knowledge and a good understanding of responsible tourism. Poor exam technique was still evident; most commonly not reading the questions carefully in this series. There was much evidence of continued improvements to exam techniques and it was felt that this aided candidate achievement. Where responses continued beyond the lines provided or on another page most candidates indicated to the examiner that they had not finished and identified where the remainder of their answer was located. This is crucial. There was clear evidence that some candidates had planned their responses and this is a good technique which can aid achievement.

As seen in the last series some candidates highlighted the command verb in each question to help them focus on what the question required them to do. Also some candidates had guessed the Assessment Objective for each question; this can help focus candidates into understanding what skill they are being tested on for each question. There was continued evidence of improved exam preparation with regards the higher level skill of analysis, with good use of linking statements evident. Giving evidence of research continues to be a weak area. It is recognised that it is not possible to study all possible destinations; some ideas for improvement were well documented in the Examiner's report of the January 2009 series. There was an improvement this series in candidate's ability to assess, the subtle change to the wording of the question may have helped here.

Overall, the common key areas of weakness were:

- Lack of knowledge of unit content – terms and definitions (2bi/ii), (3ai), (3aii), (3bi), (3bii).
- Not reading the paper first and not reading the questions carefully (1bi), (1bii), (2ci).
- Not using information given in the case studies to show application (1e), (2di).
- Giving evidence of research using a destination they had studied (Q2ciii and Q3c). See report for January 2009, there are suggested classroom activities and aide memoirs.

Lack of knowledge of unit content:
terms and definitions (2bi/ii), (3ai), (3aii), (3bi), (3bii).
This paper directly tested candidates' knowledge and understanding of terms found in the unit specification. Candidates are expected to have a good understanding of the unit content. They should understand the difference between an objective of tourism development and an impact of tourism. They should be able to suggest appropriate objectives as detailed in the specification. There should be an understanding of the role and objectives/aims of agents of tourism development in each sector. The role and sector of national agents/tourist boards/government bodies etc. should be known. Candidates should be able to identify or describe the key characteristics of each stage of the TALC model. They should be able to apply this knowledge using the model and/or information given in the case study to suggest which stage a destination has reached. They should be able to give reasons for suggesting a stage. These types of questions have appeared on past papers and should be familiar. Candidates should also be able to describe and explain strategies used to manage the impacts of tourism. They should be able to explain how positive impacts are maximised and how negative impacts are minimised through these strategies.

Not reading the paper first and not reading the questions carefully: (1bi), (1bii), (2ci).

Some candidates do not seem to observe the structuring of the paper and numbering of the questions and are unable to recognise where new topics are being tested. Some candidates repeated answers given earlier. A key observation this series is that candidates do not appear to be reading the question paper through before answering. Whilst this does take time, there are immense benefits to candidates – it gives them time to focus their minds, they can decide where the easier questions are and choose which to answer first and also it should help candidates avoid repeating their answers. One of the main advantages however is that by doing a pre-read, candidates can work out the structure of the paper and recognise which parts of the specification are being tested where. In the past few series candidates' responses have often referred to the principles of responsible tourism throughout the paper, in all questions as if for good measure. Candidates should be aware that the papers are carefully constructed to have a logical sequence and recognisable format. They should know that knowledge of the principles is only likely to be tested in a few questions and these questions are likely to be in the same section. Once candidates recognise this kind of structure they should know what they need to write about where, and realise that they should not be repeating answers. Candidates should always read their answers to double check that they have actually answered the question asked.

On this paper for instance, the first questions in each section clearly set the scene. Question paper analysis is a useful technique to use in the classroom to disseminate previous papers and observe any patterns.

- Question 1 is about the agents of tourism development (7.2) and the impacts of tourism (7.3).
- Question 2 is about the stages of Tourist Area Life Cycle model (7.4) and associated impacts (7.3).
- Question 3 is about the principles of responsible tourism (7.1) and management of responsible tourism (7.5).

Not using information given in the case studies to show application: (1e), (2di).

Although many question papers showed evidence of candidates underlining key pieces of information in the case studies, few used this information in the questions testing the higher level skills. By now candidates should be familiar with the structure of the paper and know these questions appear at the end of each section. It is particularly crucial that they remember to apply their knowledge and support statements made by including specific information from the case study. For many, this was achieved more successfully in 2di, perhaps the material on Benidorm was more accessible, but even here candidates would refer to the 'plans for accommodation' instead of referring to the refurbishment, star ratings, they would refer to the four theme parks rather than naming them and considering how each may have a different appeal. In 1e, many gave theoretical analysis and did not use the information about Greenwich to add depth to their response and show application.

Candidate performance

Question 1
Many of the questions in question 1 have appeared before and should be familiar to candidates. Overall scores for question 1 were higher than the other two questions. This section was mainly about the agents of tourism development in the UK and the impacts of tourism.

1a)
This question was not answered particularly well by many candidates although a significant number achieved two out of possible four marks. The question required candidates to state one economic and one political objective that Greenwich Council is likely to have with regards tourism development.

Many gave principles and not objectives; some gave impacts whilst others gave objections to tourism development. The unit specification gives suggestions of likely tourism development objectives and it is expected that candidates can suggest appropriate objectives.

A typical response –

Economic: *Employment creation for local people* (1)
Political: *Creating a national identity for the area* (1)
Total – 2 marks

Two marks were available for each objective, however few candidates achieved this mainly because, as in the example above they did not make any link to tourism/tourism development or else they did not use precise wording appropriate for an objective. For political a number gave ‘become an international tourist destination’ as written in the case study; however, this information should have been used to suggest an appropriate objective.

Example scoring full marks -

Economic: *To encourage more tourists to stay overnight in Greenwich and increase visitor spending.*
Political: *To enhance the image of Greenwich as a heritage destination internationally, by promoting its seafaring past to overseas visitors.*
Total - 4 marks

1b)(i)
This was answered well by many candidates. The majority correctly named a public sector agent working with the Council and scored one mark, out of a possible two marks, for the description of their role. Again, many did not achieve full marks because they did not link the description of the role to tourism development. Some had not read the question and gave ‘Greenwich Council’.

1b)(ii)
This was not answered quite as well as 1bi. A surprisingly high number of candidates suggested English Heritage as a voluntary sector agent. It would be expected that candidates are familiar with this important organisation – of its role and aims. A number picked up on the clues in the information provided and gave Cutty Sark Trust

and scored full marks for the description of the role where they made the link to tourism development.

1c)(i)
Most candidates scored well in this question. Many were able to achieve 2 out of possible four marks for identifying the aims/objectives of the agents. Where there was some explanation of the conflict higher marks were possible. As seen in previous series, few made the link back to the aims/objectives for full marks.

1c)(ii)
This was answered fairly well by most candidates. The question required a suggestion of how the potential conflict between the agents could be resolved. For some, marks were restricted as they offered a suggestion that resolved the conflict of the planned development rather the conflict of aims/objectives. Good practice was seen by candidates who referred to all the agents and the Council by name, suggesting some form of meeting, agreement, plan and then gave a suggestion that referred to how each agent's aims/objectives would successfully be met. Weak responses suggested the music venue should be somewhere else. There was more evidence of questions not being read as some suggested form a partnership and did not see the requirement for 'another way'.

1d)
This question was not answered well by most candidates. It required candidates to give an example of a partnership they had studied and explain how it either reduced conflicts or maximised the benefits of tourism. Less able candidates did not attempt the question at all. A number who did attempt it wrote about commercial partnerships that were mutually beneficial in terms of profits or about the inter-relationships between tour operators and travel agencies. These were not appropriate examples, the partnership should have been one formed to reduce the conflict of tourism development or to maximise the benefits, i.e. socio-cultural, economic or environmental. Some were unable to name specific agents or wrote about partnerships un-related to tourism. Others wrote about organisations in conflict. In general explanations were weak and lacking in specific detail to show evidence of research. This was clearly a weak area; responses suggest it is not well understood or studied. However the majority that made an attempt managed to pick up at least one mark. Some candidates clearly understood that appropriate partnerships would be a private sector and public or voluntary sector organisations coming together.

An example of a weak attempt -

Agents: *Local Amazonian people and eco-holiday company.*
Explanation: *They have worked together to create positive environmental and socio-cultural impacts by using local people to teach tourists about their culture and the forest itself it promotes education.*

Total – 1 mark
Here the explanation is vague, there is no real detail to give evidence of research and the partnership is not clear.

Example scoring full marks –

Agents: *Lake District National Park Authority, Forestry Commission, RSPB . The partnership was formed to educate tourists about conservation projects and promote sustainable tourism.*
Explanation: *These agents came together to create the Lake District Osprey Project and have created a visitor centre in Whinlatter forest with a webcam so visitors can watch the ospreys' nest and in Dodd Wood there is a viewing point, cafe and shop. To support sustainable tourism the Osprey Bus allows visitors to travel by bus from Keswick to see the birds. So the partnership has maximised benefits of tourism, by promoting conservation, reducing car usage, creating new jobs and has so far attracted 500, 000 tourists bringing more money to the area.*

Total – 4 marks
Here there are specific details giving evidence of research and detailed explanation related to maximising benefits.

1e)
This was quite well answered by many candidates although few scored high marks. The question required candidates to analyse the positive and negative impacts of tourism in Greenwich. Knowledge of impacts was evident, however, the majority of candidates did not use the information provided in their responses and gave largely generic explanations of impacts. Some candidates still make the mistake of trying to write about all possible impacts rather than selecting those appropriate for Greenwich and their accounts were theoretical – for instance leakage, crime, loss of culture, erosion. Better responses were seen where candidates had used the information and picked up on the positives such as the Olympics and job creation, the impacts of the Christmas markets, guided tours and negatives such as potential issues with the high number of day trippers, international hotels employing people from outside the area. Some candidates included examples which were not required.

A typical response -
"Positive impacts are it has the multiplier effect, creates jobs for locals, good infrastructure which locals can use. Also provides other jobs for people such as transport, hotels and restaurants. Promotes the country. Locals and tourists get to become friendly with each other, experience our culture.
The negative impacts are may cause conflicts with locals, overcrowded visitors may not respect our country and this may lead to crime, stealing. Terrorism threat may be higher at big events. Not all of the jobs go to locals again this can cause conflict"

Total 4 marks
Here the candidate has attempted to focus on the appropriate impacts but it reads like a list, there is no analysis. More marks could have been scored by further development and explanation, by referring to specifics in the case study – e.g. names of hotels, anticipating that multi-national fast food chains likely to be established rather than just restaurants.

An example of a good response -
"A positive economic impact in Greenwich is increased income. Greenwich attracts £6.8 million visitors per year and they spend £329 million per year. Tourism in Greenwich already supports over 6000 jobs with the Olympics and all the building work needed and all the thousands more visitors therefore this means that there will be increased employment opportunities initially in construction and then in transport, food stalls etc. Another positive economic impact will be the benefits of

the multiplier effect which is where money is spent in local shops in Greenwich and profits increase and the money earned spreads out across the local area benefiting everyone. A positive socio-cultural impact in Greenwich is the preservation of culture through the ceremonies and festivals such as the market and history tours. The local people will also benefit from the improved transport links and infrastructure and will have better access to central London. As well as positives however there will also be negative impacts. There could be negative economic impacts such as leakage if for instance the shops and cafes in the O2 are internationally owned most of the money will go overseas. Jobs in hotels (Ibis) such as waitresses are low paid and will not improve locals' quality of life substantially; Ibis probably bring in their own people for the better paid jobs in management. The environment is also likely to suffer negative impacts especially when the Olympics are on, local people will probably struggle to get to work as there is likely to be huge problems with overcrowding on public transport. 92% of visits are day trippers this already puts pressure on the transport system. When the Olympics are on the number of day trippers will increase as people are not likely to stay longer than a day to watch the games, there will be even more congestion. Overall I found that there are more positives than negatives due to the economic benefits and when the Olympics are held this will really put Greenwich on the map bringing even more positive impacts."

Total 8 marks
Here there is clear analysis, the candidate states the type of impact and uses information from the case study throughout.

Question 2
This question was about the stages of the Tourist Area Life Cycle – characteristics of some stages were better understood than others. The main focus was on the rejuvenation stage using Benidorm as an example of a destination that has reached this stage. The stage did not appear to be well understood and many candidates struggled to link impacts with the stage successfully. Coverage of this stage has appeared on past papers.

2a)(i) (ii)
This question was answered very well by the majority of candidates who correctly identified the stage and identified the characteristics. Many scored full marks. Candidates had connected well with the information given and this seemed to help them score well. Whilst not asked to apply the characteristics to Benidorm in the 1950s, some did and this was accepted.

2b)(ii)
This question was not answered as well as 2a). Even though the majority correctly identified the stage many did not use the graph provided and wrote about visitor numbers decreasing. Many gave characteristics of the decline stage. When answering these questions candidates should give the characteristics that most clearly define the stage. It appeared that knowledge of this stage is weak. Candidates are expected to be able to identify/describe and/or explain the characteristics of each of the stages of the TALC. A few scored full marks here.

2c)(i)
This question was answered quite well by many candidates. It required that candidates explain the positive economic and socio cultural impacts of the rejuvenation stage. Many wrote vague accounts of impacts but did not make the link to the rejuvenation stage, they wrote about 'there will be more' tourists but did not explain how rejuvenation would bring this about and marks were restricted for theoretical responses. Some candidates wrote about environmental impacts without linking to how this might benefit the local community.

A typical response -

Economic positive impacts are that it again attracts tourists, which brings income. They are now aware of what to do to minimise socio-cultural impacts and visitors spend money in local shops, bringing back local trades and boosting the local economy. There is more culture and the economy benefits.

Total 2 marks
Here there is no explanation and understanding of rejuvenation is not apparent.

An example of a good response -

The positive socio-cultural impacts are that the new buildings are likely to be in keeping with traditional architecture and promote the culture of the area. Rejuvenation would create a new image for the area and attract more visitors who will spend money benefitting the local economy. Businesses that had closed down may re-open creating new jobs or providing jobs for people who had lost theirs and local businesses may flourish again, improving the locals' quality of life by having more disposable income.

Total 5 marks
The response is clearly linked to the stage and explanation of appropriate impacts.

2(c)(ii)
This was not answered well by many. Candidates were required to use an example studied or researched to comment on how rejuvenation had improved the destination's appeal. As many seaside resorts and industrial cities in the UK are currently undergoing this process and there has been much media coverage it was expected that this would have been a popular area of study and would be familiar to candidates. However some gave completely inappropriate destinations or vague accounts with little specific detail to show research. A surprising number had either not noted the structure of the paper or did not understood, had not studied a destination at rejuvenation. They wrote about the principles of responsible tourism and how jobs were created for locals improving quality of life. Others who made appropriate comments did not fully answer the question and did not make the link to appeal.

Some credit was given for those who knew the theory and wrote in general terms about what could be done. Blackpool, having featured on a previous paper, was a popular choice although few could give specific details; Liverpool and Manchester were also popular choices and many scored high marks for including reference to (Liverpool) City of Culture, Albert Docks etc.

An example of a response scoring full marks -

Blackpool is undergoing a massive regeneration plan to attract new visitors and smarten up its image. They had hoped to build a super-casino but this fell through and a lot of local people were against it anyway. Blackpool Zoo has spent £5 million on a new enclosure and exhibits to attract people all year round such as the Dinosaur Park, Sandcastle has spent £4.5m on improvements and there are plans for a new tram system. They also plan to improve the standard of accommodation through a scheme called Invest in the Best. All of this will make Blackpool more appealing to visitors.

Total 4 marks

2(d)(i)

This required candidates to make an assessment on the success of Benidorm's plans to change its image to attract upmarket tourists and widen appeal. Candidates scored quite well here although few provided a clear assessment needed for level 3. The vast majority attempted to provide an assessment, there were few instances of entirely descriptive responses. Many did not score higher marks because they did not use the information provided in the case study. Responses were vague and gave generalised statements. Others used the information to make an assessment however they did not support their assessment with reasoning to achieve the higher marks. There was some evidence of good practice in structured responses and summative statements being given. Weaker responses focused purely on the theme parks, whilst the better ones tended to consider each development and would make a link to likely appeal. These also tended to suggest why the plans may not be successful and compared the appeal of well known resorts that attract upmarket tourists. A surprising number wrote about what Benidorm 'should do' and did not answer the question; similarly some wrote about the impacts. Some made suggestions about what else they could develop thereby answering 2dii.

A typical response -

Benidorm will have to work hard to change its image. Theme parks are for families and will not attract upmarket tourists and will appeal to those who already go so I don't know why they think this will work. Although the four star hotels might appeal to upmarket tourists as they can afford them also they will enjoy the golf and spas as this is what rich people like to do. Concerts will only attract domestic tourists. Overall, the image of beer drinking and fish and chips will be hard to shake off so they might attract more families but this image will put off upmarket tourists.

Level 2 – 5 marks mid-point for some assessment and some application.

An example of a good response -

I think Benidorm will be very successful in changing its image to attract upmarket tourists and widen its appeal. The accommodation plan will attract upmarket tourists as four and five star hotels can only be afforded by upmarket tourists. Also the Gran Bali, tallest hotel in Europe will attract a lot of attention to upmarket tourists as it reinforces their lifestyle of exclusivity. The Real de Faula Golf Resort with its golf courses, spas and swimming pool will attract business travellers because they can relax after their meetings.

It will also appeal to well off families as there is something for all of them to do – the children can go swimming, their mums would enjoy the spas and they have everything they need in one place. It is also tastefully designed and set apart from the high rise hotels and will be quieter and exclusive which is what upmarket tourists expect. So this will be successful in widening its appeal.

The theme parks will be successful in attracting a wide range of tourists including families with small children who will enjoy the water park at Aqualandia. Thrill seekers would be attracted to Terra Mitica as it has white knuckle rides and a big appeal is Europe's biggest wooden rollercoaster therefore families with teenage children would also be attracted. Therefore the variety of theme parks will be successful in attracting a wider market, especially families.

The concerts will appeal to upmarket tourists as they can afford to travel overseas to watch famous artists. The fact that Prince performed his only gig here would have had a huge appeal and given the resort exclusivity and no doubt all the publicity would have attracted tourists who would not normally go there. If they continue to attract big name stars it could become an established and recognised venue for music fans.

The biggest obstacle the planners face is Benidorm's downmarket image and reputation and so far I think they have made a good start. Benidorm is now competing with better known upmarket resorts such as those in the Caribbean however, it is much more accessible and overall I think they could surprise everyone and be successful.

Total 8 marks

2(d)(ii)

This question was not answered well by most candidates. Here candidates were expected to make recommendations to help change Benidorm's appeal. Some candidates who had given appropriate suggestions within 2di failed to insert their ideas here and so frustratingly did not gain marks when clearly they could have done had they read the questions beforehand. Responses were weak, many suggested marketing and promotion, deals, where to advertise, or vague 'more Spanish restaurants', or yet again wrote about the principles of responsible tourism - 'promote the culture'. Some gave theoretical ideas – more parks and green spaces and gained some credit. A small number made appropriate suggestions such as art galleries and museums. This was testing higher level skills.

A good response worth full marks -

A high class shopping arcade, fully air conditioned with lots of plants and exclusive, designer boutiques that will appeal to upmarket tourists. There could be cocktail lounges and bistro styled cafes inside with art displayed in a central courtyard and a restaurant with a formal dress code on a terrace overlooking the sea. At night they could hold events such as jazz concerts or charity dinners.

Total 4 marks

Here the recommendation is appropriate and gives details as to what the development would be.

Question Three
Overall, scores were lower on this question due to candidates being unable to successfully answer the questions testing their knowledge of the specification in terms of the principles of responsible tourism and management strategies. Negative environmental impacts and methods of minimising them have appeared on past papers.

3a)(i)
This question has appeared before and many candidates scored fairly well here. The question required candidates to describe the principles of responsible tourism. Many were able to give full and accurate definitions and scored full marks. However, as in previous series some clearly did not know the principles and gave impacts or suggestions such as 'Fair Trade' and 'Green Tourism'. Candidates are expected to know the principles as detailed in the unit specification.

3a)(ii)

This question was answered quite well by those who knew the principles. However a number did not achieve full marks because they gave a suggestion but did not explain how it would help achieve the principle. Others gave suggestions about what tourists could do rather than explaining what a destination, tourism planners, agents, providers etc could do.

Example 1

- *'Buy local produce'* (1)
- *Hotels in the destination could have a code where they commit to sourcing as much food as possible locally. This would improve locals' quality of life by providing an income for their produce.* (2)

Example 2

- *'create a nature reserve'* (1)
- *Create a nature reserve or wildlife sanctuary. This will provide a safe habitat and protect the wildlife and natural environment therefore promoting conservation.* (2)

3(b)(i)

This question was poorly answered by the majority. It tested knowledge of one of the strategies used to maximise the positive impacts of tourism. As reported in January, this is a key weak area and most candidates appear to have little understanding. This is a fundamental strategy and is listed in the specification. It is expected that candidates are able to explain all terms detailed in the unit specification. It was attempted by the majority who explained leakage and did not score any marks – this is a negative impact. Some explained the benefits of the multiplier effect and gained some marks. Few were able to give appropriate examples.

A typical response -

This means making sure visitors spending is kept in the country and not leaked out. If visitor spent money in a hotel it would be then sent to wherever the owners of the hotel are based i.e. another country. E.g. Gambia banned all inclusive hotels

Total 1 mark for the basic idea of keeping the money earned from tourism within a destination.

An example of a better response -

This is about maximising the amount of money tourists spend, either in a destination or at an attraction. It can be achieved by persuading visitors to stay longer or by providing lots of opportunities for visitors to spend their money. For example, many museums and attractions make you leave through their gift shop to encourage you to spend more money on gifts. Destinations may hold beer festivals held over a weekend to encourage people to stay there overnight increasing visitor spending (eating out, shopping, accommodation) and keeping it at the destination.

Total 4 marks

3b)(ii)

This question was answered quite well. It tested knowledge of one of the strategies used to minimise the negative impacts of tourism. As reported in January, whilst candidates struggle with the concept of 'maximising positive impacts', they seem to relate better to the idea of 'minimising negative impacts'. As seen in 3bi this is also a fundamental strategy and is listed in the specification and it is expected that candidates are able to explain all terms detailed in the unit. Most gained marks for responses that related to reducing congestion, park and ride and controlling traffic but many did not relate their responses clearly to the number of tourists and tourist destinations/attractions, for instance a popular example was the congestion charge in London however, this is not about managing the negative impacts of tourism it is just controlling traffic. Better answers related to popular destinations where vehicular access was restricted and tourists had to use other methods to access an area. A minority considered controlling numbers of tourists in terms of issuing visas or permits as on the Inca Trail.

An example of a good response -

This is where visitor attractions or destinations may limit the number of tourists visiting to prevent damage and overcrowding. An example is the Lost Gardens of Heligan where they only allow a maximum of 1000 visitors each day. When they have reached that number they close their gates. This also means that tourists will enjoy the gardens better.

Total 4 marks

3(c)

This question was not answered particularly well by many candidates. They were required to describe in detail the negative environmental impacts at a destination studied. The majority were able to describe negative environmental impacts with varying degrees of success. Some accounts were quite basic and weak - referring simply to 'erosion' and 'litter ', without being specific to footpaths, or giving details about the type of litter, and its actual impact. Many wrote generally about the activities given in the stem of the question - walking, cycling, rock climbing rather than impacts at a destination. For most, there was very little application to the selected destination. Where specific details were given showing evidence of research high marks were common. Some of the most successful included alpine ski resorts, trekking in Nepal and Inca trail, Peru.

A typical response -

Scotland

The negative impacts of people walking, cycling or rock climbing on the hills of Scotland is that it causes erosion of the land and if too many people do this then the beautiful landscapes will continue to erode and it will decrease appeal for tourists in the future because no one would want to take part in activities with worn out and eroded land. When people go canoeing they could possibly pollute the sea/river by leaving all their rubbish there and this will cause pollution to the seas and it could harm the fish as well.

Total – 3 – no evidence of research, basic description.

To improve this response the candidate could have referred to and named a specific area e.g. Cairngorms and been more precise about where the erosion was taking place e.g. footpath up to Ben Nevis, giving details of visitor numbers, three peaks challenge/race, construction of solid paths. Visual damage, path visible for miles around. The idea of canoeists leaving rubbish is weak, and not clearly associated with the Scottish hills. Reference to potential erosion of river banks by irresponsible people dragging canoes into the water and also damage to fish breeding grounds (grayling) in the shallows, and subsequent reduced fish population would have been more convincing.

3(d)

This question was answered fairly well although few scored the high marks available. The question required an explanation of how negative environmental impacts of outdoor activities could be minimised. Some candidates continued with the impacts at the destination they had given in 3c) and this was accepted.

Whilst the majority of candidates were able to suggest lots of measures to minimise the negative impacts, explanations were weak and mainly referred to this will ‘reduce damage’; ‘stop erosion’; ‘reduce pollution’. The ‘how’ was missing. When asked to explain candidates should check they have explained ‘how’ it would be achieved, this failure to say ‘how’ had also restricted marks in 3aii. Education was often given as a method but candidates did not explain how tourists doing the outdoor activities would be educated nor how it would reduce impacts.

A typical response -

Litter can be minimised by providing rubbish bins around the park. They can educate visitors about impacts so they are more aware of the dangers of outdoor activities. Build fences to make people stick to the paths and stop erosion. Also, the number of visitors taking part in outdoor activities such as rock climbing could be limited to reduce negative impacts – only let 10 people climb a day.

Level 1 - no real explanation 3 marks, top of the level as the suggestions are mainly appropriate for outdoor activities.

Note to Centres

Please note that in the 2010 series, the Quality of Written Communication will be assessed in all Travel and Tourism GCE papers.

Learners will be assessed on their ability to:

- Ensure that text is legible and that spelling, grammar ad punctuation are accurate so that meaning is clear
- Select and use a form of writing appropriate to the purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

See page 175 of the specification dated May 2009 for details.

6994: Current Issues in Travel and Tourism

Materials available

Support materials for assessors including a marking portfolio guide are available on the Edexcel website.

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

Key Issues

Task A
Fewer learners focused on an event rather than an issue however, in some cases the issue to be the focus of the research was still unclear. Some learners described a topic rather than selecting a specific issue to be the focus. Some candidates put forward a proposal that focussed more on the effects of travel and tourism on an area or country rather than an issue.

Example of an issue which is unclear: 'Do natural disasters affect tourism?' The issue is unclear i.e. is the issue whether natural disasters are affecting the facilities/provision of resorts or is the issue whether tourism destinations are loosing income at certain times of the year because of natural disasters or another issue.

The detail given in the plans varied considerably. Most research plans gave some detail as to when aims would be achieved and activities to be undertaken to meet aims. In a few samples however timescales were not considered which impacted on task B. Many learners were starting to give some detail in the description of the methodology to be used although few described in detail as to how the aims will be met. Some learners were able to explain how the aims will be met and the methodology to be used although in some cases evidence was a theoretical explanation. Few learners produced a retrospective plan which was good.

Task B
Evidence for this task was much improved with many learners showing some form of updating and evidence of following their plan. Fewer learners submitted an evaluation i.e. what they did each week which is good as this evidence relates to task D rather than B.

Task C
Overall most learners used a range of sources of research including primary and secondary sources. Many learners referenced work although in some cases researched was restricted to websites only in the findings. Analysis varied between learners. There was some good analysis which demonstrated a good level of understanding of findings. Those learners that set clear perimeters in task A and selected a clear issue were often the learners that gave a clear and or comprehensive analysis of the issue and were able to clearly consider the effects on the travel and tourism industry. There were still a number of learners who did not consider the effects of the issue on the travel and tourism industry or sector.

Task D
Overall there was an improvement in a number of centres. It was clear those centres that had followed the guidance in the moderators report. Whilst there were a significantly more learners now considering all aspects of the project there were still some cases where evaluations only covered the 'issue' or only the methodology used. Conclusions were in some cases overall straightforward and subjective. Recommendations often were the weakness and limited in detail. There were however a few exceptional evaluations which gave detail and considered the whole process using evidence from their assessor comments or plan to substantiate their conclusions.

1. 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 learners are required to produce a plan and in b) show evidence of using the plan. There are four tasks for the unit as shown on page 97 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

For task B in some, but far fewer than the previous series, the evidence was limited in terms of capturing the updating of the plan. It is recommended that an original plan is submitted for A and an updated plan showing any of the changes updated by the learner and regularly reviewed by the assessor be submitted for task B. The evidence for task B should be evidence of a working document rather than a reflective account of changes.

Task A
A research proposal that includes a description of the issue and a plan that shows the project aims and the research methodology adopted, including timescales and planned sources of reference.

The evidence expected for this task would therefore include a description of the issue selected for the focus of the research study. This should be an issue, which can be defined as '***an important question that is in dispute and needs to be settled'***.
(source:http://wordnet.princeton.edu/perl/webwn?s=issue***)***

The other evidence expected for this task would be a plan that shows the project aims and should consider the parameters of the study. There should also be consideration of the research methodology. To access higher marks then learners should consider the level of detail included in the plan. For mark band three an explanation of how the project aims will be met and the research methodology used should be evident. Learners should therefore demonstrate an awareness of the methodological tools available to them and show some understanding of which methods would be suitable for their research project. There should be consideration of both primary and secondary research.

There were a number of different topics covered. Most included an issue although in a number of cases the issue was unclear or a topic rather than an issue described e.g. the impact of climate change, the impact of terrorism on the travel and tourism industry. Overall, there were fewer learners whose research proposal covered an event rather than an issue, which is encouraging.

The plans were varied in presentation. Some showed detail although this varied between centres. The methodologies were often described in some detail however fewer described in some detail how the aims will be met. In some cases learners made an attempt to give an explanation of how the project aims will be met and an attempt to explain how the research methodology to be used however evidence in some instances was theoretical rather than applied to their plan i.e. learners gave general advantages and disadvantages of using questionnaires for research. Parameters were evident in more samples this series although the level of detail varied. Timescales were usually given and were realistic. There were however some learners that did set timescales and or even set a plan and therefore this impacted on task B. The plan should be submitted before the project is carried out. The plan should not be retrospective as was the case in a few samples. Task D provides the opportunity for reflection and proposals for change.
The plan could consider the following:

- Dates
- Aims and objectives
- Aims and objectives to be met?
- Research to be used to meet aims and objectives
- Target dates
- What could go wrong? What could the learner do to sort this? Contingency

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

Evidence expected would show how well the learner worked independently and how well the learner followed the research plan to meet the aims and timescales. Evidence could be presented as an updated plan with details of what was completed and which deadlines were met or, a statement from the learner. At mark band two it is expected that the learner will update the plan not just state what they did. There were some plans that just included a description of what was achieved or not achieved i.e. a reflective account. The evidence was still in some samples limited in terms of working documents capturing and updating usage. Those learners that did show some changes to the plans often did not show the rescheduling of any aims or timescales. There was overall limited evidence relating to contingency plans. Most learners achieved aims set although those learners who gave really focused plans with clear perimeters in b) tended to be the learners that clearly achieved their aims.

The plan could consider updating the following:

- Revised aims and objectives
- Whether aims and objectives were met?
- Updated research to be used to meet aims and objectives
- Reviewed target dates
- Changes needed and why?
- Updating of contingencies
- Achievement dates
- Additional research required and why?
- Assessor comments / authentication

Task C
Research undertaken as indicated in the plan for the project. Analysis of the issue and its effect on the travel and tourism industry or one of its component sectors.

There should be evidence of research undertaken that links to the research proposal issue. For a few learners, often those whom did not have a clear issue presented in A, it was difficult to ascertain the purpose of some of the research used. In some samples evidence was not linked to the effect on the travel and tourism industry or a specific sector. The research should be that as indicated in the plan (task A). For many learners the methodology used did follow the plan and often additional sources used but there was limited indication why additional sources were needed. Few gave an explanation.

Evidence expected for this task is a bibliography and or referencing indicating the sources used. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that the learner would use the Harvard referencing system precisely although some similar format would be expected. At the higher mark range then the text should reflect and use the research rather than simply state the source used. There should also be evidence that the learner has obtained sources independently. This could be a statement from the learner or the assessor indicating how the sources were obtained to confirm the level of independence. In some samples, more than the previous series, this was evident.

There was overall an improvement for this task. Most learners did attempt to reference and source work as well as submit a bibliography or terms of reference. There usually was a range of different sources used rather than just a range of websites and in many different techniques were used i.e. most used both primary and secondary research. Some learners exceeded sources identified in plan however many learners gave no explanation of why these sources were required (task B).

Evidence of the effect of the issue on the travel and tourism industry or one of its component sectors should be analytical rather than a description of findings of the issue. The quality of the analysis varied. There was some very detailed analysis in some samples yet in others the evidence tended to be basic facts or descriptive. In these cases there was a tendency to describe the findings and present basic facts rather than to analyse findings. This was not the case in all centres and where it most happened was when learners used an event rather than a current issue or where an issue was unclear. Whilst some learners did relate the analysis to the effect on the travel and tourism industry others were general in the content or did not consider the effect instead how the industry had affected the issue. Some Centres acknowledged a long list of websites as being a range. This was evident at both mark band two and three.

Task D
An evaluation of the project and the research methodology with recommendations for approaches to be adopted for future projects.

Evidence did vary across centres. In some samples there were good detailed evaluations that clearly addressed the requirements of the task. This was a significant improvement to previous series. There were however some samples where learners did evaluate the project as a whole however the content was brief. There were some learners, although significantly fewer than the previous series, that just evaluated the methodology rather than the whole project or simply evaluated the finding from task c).Where the evidence of the evaluation was brief rather than detailed it was because there was limited coverage of the whole project or because each aspect evaluated had limited detail.

Recommendations and acknowledgements of the limitations varied but in many the evidence was limited. To access the higher marks then learners should give depth in the evaluation and use the evidence to support objective conclusions. More learners did try and give some objectivity which was good. More learners were starting to substantiate their conclusions.

Learners should consider the questions, such as those listed below, when evaluating the project.

- Was the issue title appropriate?
- Where the parameters too wide or too narrow?
- Did I meet all aims and objectives?
- Were the aims and objectives achievable?
- Did I select the best methodology?
- Did I select the correct sample?
- Did I conduct adequate research?
- How valid and reliable was my research?
- How current was my research?
- Were my timescales realistic?
- Did my plan work?
- Did I work independently?
- What would I do differently if I did this research project again? E.g. use different newspapers? Change my methodology? Choose different issue? Etc.
- What would I do the same if I did this research project again?
- What have I learnt from this research project?

To substantiate evaluations learners can use assessor feedback relating to tasks A B and C, the plan, extracts from findings, research e.g. viewpoints of authors relating to the choice of research methods used etc.

2. Marking

Generally, marking was much more in line with the qualification standards although some samples were inconsistent. Where marking was generous it tended to be the higher marks awarded within the sample. Where evidence was harsh this often was often in relation to task B and or task C.

Learner evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that ‘best fits’ the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, where task D requires an evaluation then if work is descriptive then mark band one applies, mark band two could only be considered appropriate if learners show some evaluation with some reasoned conclusions. ‘Best fit’ would need to be considered where there are descriptions and some evaluation to determine if mark band one or two is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, there are clearly weaknesses if mark band two is considered best fit and low marks from the mark band should be applied. If mark band one was considered best fit then higher marks can be awarded to credit the conclusions that are made.

Task A
Marking of this task was marginally generous rather than significantly generous. High marks at mark band one were often awarded with limited strength to move much beyond the mid point i.e. there was no attempt to describe how the aims would be met or the methodology to be used; the issue described was not clear and had no detail; the plan lacked detail. Some samples awarded top marks at mark band two had either limited detail of the issue or limited detail as to how the aims would be met and the methodology to be used. Where marking was generous at mark band three it was often due to a lack of explanation as to how the aims will be met and an explanation of the methodology to be used. In some cases the description of the issue to be the focus of the project was unclear and or comprehensive.

Task B
Marking of this task was generous in some samples mainly when higher mark bands were awarded or the top of mark band one awarded. This was often when the evidence of updating was what learners had completed rather than an updated working document. In some samples the evaluation contradicted the feedback given for task B.

Task C
Marking of this task was usually marginally generous when awarding high mark band two or mark band three. Often research was evident however in some samples the use within the body of the text was very limited. When awarding mark band three there should be clear and comprehensive analysis of the issue and its effects on the travel and tourism industry. In some evidence the analysis lacked detail and just gave facts rather than detail. Few learners gave an explanation of the need to access additional sources. In some samples awarded marks at mark band two the analysis was limited and mainly descriptive and had basic links to the effect on the travel and tourism industry. In some samples the top of the mark band was awarded yet there were limited traits of the higher mark band i.e. the top of mark band one was awarded yet there was very limited attempt to reference sources; evidence focused mainly on websites and analysis was overall basic rather than parts starting to be clear.

Task D
Marking of this task varied. There were some learners that did not evaluate the whole project instead only the finding in C or only methodology used and higher mark bands were selected by the assessors. There was a tendency to give marks at the top of the mark range yet there were no traits of the higher mark band evident. Some samples awarded mark band two had subjective conclusions.

3. Administration

OPTEMS forms were generally completed correctly.

Samples submitted were correct. Centres submitted asterisked samples. Where learners were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres were using the standard forms produced by the awarding body. However, some Candidate Authentication Sheets, Candidate Mark Record Forms and Mark Record Forms were not fully completed – perhaps missing candidate numbers, or in some cases, candidate signatures. The majority of Centres completed Feedback Sheets in some detail.

Most centres did submit Learner Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the Edexcel website

Annotation on coursework was in some centres limited. Please note that this is now a JCGQ requirement. Annotation should highlight where key evidence could be found e.g. specifically where descriptions, analysis, evaluation etc could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where learners show detail of the proposal and plan indicating the appropriateness of the timescales set. Annotation could highlight where the learner has given an explanation as to how the aims will be met.

In task B an individual statement could relate to how well the learner met the deadlines and used the plan. The assessor could sign the plan at regular intervals. An indication of changes or contingency plans could be highlighted. Where aims have been met could be annotated and any relevant content in the evaluation relating to meeting deadlines, aims etc.

In task C annotation could highlight where the learner had referenced sources and specifically where learners had researched independently. Annotation could indicate where learners have analysed and the level of analysis.

For task D the assessor could highlight where the learner had evaluated and given recommendations. When higher mark bands are awarded assessors could highlight where there is justification of the recommendations, reasoning and where there is objectivity in the evaluation.

4. General Comments

Edexcel does not require learners to submit their portfolios in a file. It is sufficient for learners 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. Photocopies of research extracts are not necessary if a bibliography or terms of reference is submitted.

This unit allows the opportunity for oral communication in presenting work. If this format is used, learners portfolios should include a witness testimony, assessment checklist or observation statement. This should describe learner's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audiotapes and computer discs and CDs are not required as forms of evidence. Where centres and/or learners have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

6995: Working in Travel and Tourism

This was the sixth series for the moderation of this internally assessed unit. This report comments on the marking to date. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

Assessment evidence

The tasks for the unit are set within the specification. There are three tasks for the unit and shown on page 110 of the specification. Task A can be completed within a team, however tasks B and C should be completed individually. Assessment evidence can be in many different forms to allow for learning preferences and strengths to be accommodated. Most tasks could be evidenced through written reports, but there could also be witness testimonies of oral presentations with supporting notes.

The tasks are:
A - Evidence of your participation in a team, working towards completion of a significant travel and tourism-related task. This could be as a result of work completed on another unit in the qualification or a specific task designed for this unit
B - an analysis of the range of employment opportunities and the skills and qualities required for a successful career in the travel and tourism industry
C - a detailed career development plan based upon a personal skills audit produced using information from a range of sources

AO1

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

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

Task C addresses AO1 - *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts* and AO4 – evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Task A
This task requires candidates to show knowledge of team work and apply the skills through their participation in a team working towards completion of a significant travel and tourism-related task. This could be as a result of work completed on another unit in the qualification or a specific task designed for this unit.

The first part of this task requires candidates produce evidence of their participation in a team. Most teams still choose to organise a day trip or run an open evening in the college to inform prospective students about the GCE Travel and Tourism course/careers. All events organised have been Travel & Tourism events.

The evidence produced to show a role taken within the team varied; however most consisted of a description of their job role and responsibilities, minutes/logs of meetings, letters to organisations, risk assessment forms, witness testimonies from both peers and assessors.

Most candidates completed their evidence as they went along and not after the event after it took place which occurred in previous series. Evidence needs to be drawn from a range of sources including the candidate's own account for example in the form of a log book/diary which they use from the beginning to end of their event which is regularly updated, costing of the trip, evidence of researching accommodation, for examples letters, names of hotels that were researched, criteria used to make decisions on, table/spreadsheet to show how and when the money is being collected; whatever is applicable to the particular event. All minutes of meetings and agendas should be included for every meeting of the group.

Candidates are still giving lots of theory on teamwork for example, Belbin, which is not a requirement of this task. Candidates need to make sure they have a significant role within their team, however this is very difficult if there is a large team of students organising a day trip. It often means that candidates are doing straightforward tasks, for example, designing a poster to promote their trip or ringing the bus company and booking a bus which are not deemed as significant roles. There is no need to produce huge amounts of evidence for this task, this can be achieved in less number of pages; candidates should focus on the quality of their evidence and not the quantity of it. Candidates should ensure the evidence is individual and not just photocopied minutes of meetings.

In order to achieve mark band 2 candidates should be working in groups of no more than five people or lead a larger team as stated in the specification on page 114.

The second part of this task required candidates to produce evidence to show if their participation was effective and what contribution they made to completing the task and also recognise the contribution of others within the team. Candidates predominantly used witness testimonies completed by assessors, an evaluation of their own performance and that of their peers and questionnaires completed by their peers. Candidates are encouraged to draw their evidence from a wide range of sources.

Candidates largely do not show evidence of dealing with conflict. They often say conflict has occurred within the group and they had a meeting and sorted it out, but not how they sorted it out - they are required to explain how they dealt with the conflict so the assessor can decide if it has been dealt with effectively. Potential difficulties must be identified prior to the event.

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

The second task required the candidates to analyse the range of employment opportunities and the skills and qualities required for a successful career in travel and tourism. Research should be referenced throughout the text as well as in a bibliography. Many candidates conducted good research and provided a bibliography but not all had used referencing throughout. Websites were not the only source used which has been an improvement from previous series.

Candidates are beginning to cover a range of employment. They should be encouraged to look at a range across the sectors and within each sector they should cover a range of positions at different levels in order to gain higher marks. However candidates who provided good details of the jobs tended to produce minimal analysis of the opportunities and focussed on descriptions of jobs/duties and limited details of the skills required. The natures of the jobs were often covered generally. Some candidates researched a range of jobs which did not take into account career progression and did not refer to higher positions that can be achieved in the industry or the routes that can be taken to progress within a given sector.

Eight different websites is not considered to be a range of sources, candidates should also refer to journals, up to date textbooks, industry specialists, career advisors, employment agencies etc. Candidates need to show evidence that the research has been obtained independently. By referencing their work throughout candidates have the opportunity to show independence. Many candidates evidenced this through the assessor stating that sources were acquired independently or candidates signed the bibliography.

Task C
This addresses AO1 - demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts, and AO4 - evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

The final task requires candidates to produce a detailed career development plan based upon a personal skills audit using information from a wide range of sources.
A wide range of career plans were produced, however some lacked detail and were not clear and often they were disjointed with no clear progression from one stage to the next. Some candidates' CDP were focussed in the medium term, steps were not well explained and statements were generalised. Often well thought out and detailed CDPs were not supported by evidence from the PSA. There needs to be some evidence of career progression and the plan should include long term goals for the next five to ten years. For the higher mark bands there should also be evidence of a link between the personal skills audit and the career development plan as the skills are used to formulate the career plans.

The candidate should suggest a way to achieve the goals that they have set themselves, which should be realistic and long term. Most students had a firm idea about their chosen career but justification and links were vague.

Candidates mainly discuss what their chosen job was but often did not systematically explain how they would achieve this, referring to dates, costs etc. Often candidates did not discuss aspirations to a higher level or promotion to management as an option in their career.

The second part of the task required the candidate to produce a personal skills audit. The construction of a personal skills audit was carried out with a degree of success Some however were basic and tended to be subjective as candidates included minimal supporting evidence. Candidates should be encouraged to support their PSA using evidence from a range of independent sources, for example part-time job references, work experience reports, progress reports from school/college etc. The personal skills audit should then be used to produce the career development plan where a clear link should be evident.

Additional Evidence
Candidates do not need to show coverage of the 'what you need to learn' section, but to use these as guidance in answering the questions posed in the tasks.

2. Marking

On this moderation sample, marking was mainly accurate. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors should note for example if they are awarding top marks within mark band two then there should be a lot of traits from mark band three evident within the work. Assessors comments justifying their choice of mark band and mark awarded assist the moderation process. Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors. For example, in task A annotation could highlight clearly the potential difficulties in meeting the objectives or the potential conflicts which may arise and solutions proposed and implemented. In task B annotation could show where the candidate has provided some analysis of the nature and range of employment opportunities and the skills and qualities required for a successful in the industry. In task C annotation could highlight where the candidate has used the personal skills audit when completing the career development plan. If annotation was against the relevant statements, the moderator need only look at this to be able to draw a conclusion regarding the accuracy of the marking.

Centres are encouraged to annotate throughout the candidates work, and should note that Ticks are not annotation. Page numbering of candidates work cross referenced to the tasks would be beneficial to the moderation process.

3. Administration

The deadline for submission of portfolios for moderation was met. OPTEM forms were correctly completed in most cases.

Centres are required to sign the Optem forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process.

Authenticity sheets were always included with the work, in order to confirm it was the candidates' own work.

Centres are encouraged to not put candidates' work in plastic pockets as this slows down the moderation process.

Mark record sheets were included. Centres should also ensure that the candidates name and number are also on other parts of the assignment as well as the record mark sheet.

On some occasions assessor feedback sheets lacked detail and did not always relate to the mark band statements.

6996: Promotion and Sales Travel and Tourism

General Comments

The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 5 questions and 90 marks were available.

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

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Candidates need to apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts. Candidates need to use appropriate research techniques to obtain information to analyse vocationally related issues and problems. Finally candidates were required to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Most candidates attempted all questions and consequently they picked up marks across the paper. Overall analysis throughout was very poor and the main area of weakness on most papers.

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

Question 1

Q1a)
There were six marks available for this question and on average candidates scored four out of the six marks. It is an AO1 question and candidates who had studied the stages involved in the sales process as outlined in the specifications scored well on this question. A response that scored full marks can be seen below;

Establishing Rapport: 'Initial stage in the sale. The staff member must establish basic contact with the customer, this is done by introducing yourself as well as through positive body language, for example, smiling.'
Determining customer needs and expectations: 'Where the member of staff must gather information from the customer regarding their personal needs of the product and what they expect from the product. This is done through asking questions such as; How can I help you?'
Closing a sale: 'This is the process whereby the staff member must end the sale by the customer purchasing the product. When the product has been purchased the sale is closed.'

Q1b)
This is an AO2 question so application as well as knowledge is what is being tested. All too often candidates could come up with a relevant skill but then gave a generic explanation rather than referring specifically and consistently to the customer type provided.
One response that did score 6 marks:

Honeymoon couple:
Product knowledge. The reason Husnara would need this skill is to understand what product is needed and advise them on specific destinations that meet their needs and expectations for a successful honeymoon. The customer wants advice, so having product knowledge would meet this need.
Businessman:
Listening skills. This customer is in a hurry and will need a quick service, so by having good listening skills it will mean the needs will be met quickly when the customer demands. Also if the customer already knows what they want the agent will need to listen well.

Q1b)(iii)
A large number of candidates scored two or three on this question. It was rare to score maximum marks. One common error was to describe how different needs are met. One answer that scored four marks can be seen below;
'Different skills and qualities would be used depending on the type of customer in order to meet the different requirements. An example is a group of people wanting to go skiing, the skills would have to be patience in order to listen to everyones needs. Whereas a business customer looking for a hotel for the night , there would have to be good IT skills in order to book the hotel.

Q1c)
The vast majority of candidates scored the five or six marks here. They were able to identify a feature and explain why it met the needs. Often if candidates did score lower marks it was because they did not refer specifically to the needs the family stated –

- Suitable activities and services for the two small children
- An opportunity for the husband and wife to enjoy some quality time together.

The most successful candidates did tend to refer to the Woolley Bears Den and the Spa.

Question 2

Q2a)
This question was not always well answered. Often candidates described a questionnaire and then a survey, even referring to the survey as a questionnaire! Surveys and questionnaires are really very often the same thing.
One answer that scored the full four marks can be seen below:

1. Questionnaires could be distributed to the consumers of these products/services and feedback would indicate customers' thoughts, feelings and viewpoints regarding the products/services.
2. Observations could be made looking at the behavior of the customers about a product or service. For example if it was a dessert it could be watching them eat and taste it and see if they just have one taste or if they finish it OK.

Q2b)
This question tended to divide candidates. Often candidates slipped into description of the hotel against the four Ps listed. If they did not explain and merely described, this limited the number of marks that could be awarded. Other candidates talked about what the hotel could do rather than what it does do or have and again this restricted the number of marks that could be awarded.

For maximum marks candidates needed to refer to the hotel objectives outlined. Below is an answer where the candidate scored full marks for Place, Product and Promotion but then slipped into what the hotel could do under Price -

'Place. As it is only 5 miles outside Torquay it isn't far for those visiting the area and this could be a possible accommodation source for tourists and therefore maximize hotel occupancy. However being situated just off a British coastal resort could be seen as a negative as not many people take their holidays within Britain.
Product. As the hotel has many different facilities ranging from a 9-hole golf course to a restaurant renowned for its sea food these are all influencing factors to increase and encourage people to book all year around. Locals may come just for the golf or food at any time of the year which will increase year around usage.
Price. The hotel could offer discounts for first time visitors or discounts in off-peak times and as a result encourage usage throughout the year. In addition discounts could be made available for returning customers as a loyalty scheme and this may maximize hotel occupancy.
Promotion. The hotel has a wide range of services available to promote the hotel as it has a website and sends leaflets to the local tourist information centres . The website would be accessible for all and the leaflets could encourage the locals to use the facilities like the spa, golf and food throughout the year.'

Q2c)
This was a well answered question with most candidates scoring at least four marks. A typical answer can be seen below:

'Sales Promotion
If the hotel offers discounts at off peak times and competitions then people are more likely going to want to visit the hotel for cheaper and this will increase business.
Advertisement
Advertising is the most common use of promotion and this is because it reaches many people. TV adverts and radio adverts all year around advertising the hotel will increase knowledge of the hotel and gain more custom.'

Question 3

Q3a)
This is a question that has appeared on several past papers but it was disappointing to see how few candidates took the opportunity to gain an easy 5 or 6 marks here. Most could describe advertising, however, they continued to describe display as advertising also. Many candidates continue to confuse direct marketing with market segmentation.

One answer that did score maximum marks can be seen below:

'Advertising. This could be by advertising in newspapers, TV and radio to promote the company and its products/services.
Display. For example having a trades display at events such as the world travel market to promote the products and services by offering exclusive deals.
Direct Marketing. This is by contacting people directly to promote, such as through post and email.'

Q3b)
This was generally a well answered question. The vast majority of candidates chose Business People as their target market and were able to gain at least 2 out of the three marks explaining why. Some candidates chose families and again were able to explain why the terminal might attract them.

Q3c)(i)(ii)
This was a question that tended to divide candidates. Practically all of them scored the mark available for 3c)(i). However many failed to score well when actually designing their item of promotional material. The bullet points:

- Your target market
- Appropriate information
- Presentation

These were given to help guide candidates so they knew where to concentrate efforts. There were 12 marks available and three bullet points. So there were four marks available for evidence for each bullet point. This meant that if a candidate failed to specifically target their material to the market they identified, they lost four marks. This was also the case if appropriate information was not there such as location, contact details etc.

Q3c)(iii)
This was a better answered question and most candidates were able to score at least 2 marks here. A typical three mark answer can be seen below:
'It will be effective as it gives appropriate information about the speed and ease of checking in and will have a big BA logo so the business people know they can trust them as they are a well known airline, it will also emphasise key points such as the speed to attract custom.'

Question 4

Again this was a question that divided candidates and was used to distinguish higher grade candidates. Analytical questions tend to be differentiators. This was a level marked question rather than a point marked question so candidates who tended to describe rather than to break down and analyse or explain in detail were penalized. One answer that gained level 3 marks can be seen below:
'Competition could affect Holidays R Us when organizing promotional activities as if one of the multiple agencies finds out about the promotions offered and believes it is a money making promotional offer then they have the ability to diversify into any travel market with their vast funds, business contacts and market share. One of the multiple agencies also have the ability to undercut Holiday R Us prices or if they offer the same deal, the market reputation and brand loyalty to either Thomas Cook or Tui would be overwhelming in comparison to the market share of a newly formed independent travel agency such as Holiday R Us.'

Question 5

This question has appeared in previous exam series. Candidates often do not refer to promotional campaigns, they refer to one piece of promotional material or to the whole of the marketing undertaken by an organisation. If this happens candidates limit themselves to 2 marks. The question asks for description and analysis of one promotional campaign they have studied.

This should give candidates time to study and research on their own with just some guidance from you. It would be best to pick a short lived campaign that uses a variety of promotional techniques and or materials so candidates can look at how each of these fitted in with the campaign to produce maximum awareness to the maximum number of the target market.

For the description of the campaign candidates get two marks for referring to the techniques used, two marks for materials and two marks for where or when the materials were used.

For the analysis candidates should think how they are going to analyse. What are they going to judge? Is it how many people came? How much money was made? How the relevant target markets were or were not reached?

Note to Centres

Please note that in the 2010 series, the Quality of Written Communication will be assessed in all Travel and Tourism GCE papers.

Learners will be assessed on their ability to:

- Ensure that text is legible and that spelling, grammar ad punctuation are accurate so that meaning is clear
- Select and use a form of writing appropriate to the purpose and to complex subject matter
- Organise information clearly and coherently, using specialist vocabulary where appropriate.

See page 175 of the specification dated May 2009 for details.

6997: Special Interest Holidays

This report comments on the marking from this summer's series. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available form Edexcel.

1. Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit shown on Page 131 of the specification. For tasks B, C and D candidates are required to show that they have undertaken research to complete these tasks and to research *two different* destinations for each task, *one* is a holiday based at one destination and *the other one* is a holiday that involves a tour or some travel.

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

The tasks are:

a) Maps showing the geographical distribution of different types of special interest holidays as listed on Page 128 of the specification.
- There should be a range of different types of holidays with the destinations grouped and located accurately and relevantly on maps.
- Geographical distribution should be explained
- Key features should be identified, labelled and annotated.
- Tour operators should be included.

We are looking for evidence of candidates' knowledge of what are appropriate destinations in each category and what accounts for their geographical distribution and why their key features make the destinations special interest holidays.

b) Prepare an itinerary for a special interest holiday based at one destination and explain how the itinerary meets the needs of tourists as detailed in a pen portrait. This should have been provided by the teacher/tutor.

c) Compare the features, tourist types and popularity of *two* different types of special interest holidays; *one* involving a tour and *one* based at one destination. Features are in the specification and could be used as headings in any evidence.

d) Assess the factors which influence the popularity of *two* types of special interest holidays; *one* involving a tour and *one* based at a destination.

Special Interest Holidays

Some candidates continue to confuse special interest holidays with destinations. The tasks asked for specific *types* of special interest holidays, not the destinations where they might be found. The work of these candidates subsequently lacked depth and the necessary evidence to meet the required assessment criteria. Tutors are advised to confirm with candidates, their choice of special interest holiday type, to ensure they have selected ones that are appropriate.

Task A
This task addresses AO1- *show knowledge and understanding of the specified content*. The task is divided into two elements, showing knowledge by producing relevant and appropriate maps showing the geographical distribution of different *types* of special interest holidays and showing understanding by describing and explaining the geographical description, key features and providers of a range of special interest holidays. For Mark Band three candidates should provide clear reference and comprehensive explanation of the key features.

Most candidates managed to cover the full range of special interest holidays as set out in the “What you need to learn” section of the specification on Page 128. There was some improvement in the explanation of the geographical distribution of the holidays in terms of the reasons for their particular location. However, some candidates are still making sweeping or simplified statements such as “cultural and religious holidays are mainly in Northern Europe”. Clearly this is not a correct statement or an appropriate one. Or skiing takes place where there is snow and mountains.

Some maps still showed a weakness in the labelling, annotation and identification of destinations.

Candidates are advised to produce maps showing the *most popular* special interest holidays and where they might be found. Some of the special interest holidays can be grouped together. Features need to be relevant to the specific type of special interest holiday and should be explained e.g. a mountainous snow covered area is an essential topographical feature for a skiing holiday because, etc.

The key requirement is for candidates to show knowledge and understanding through accurately locating special interest holiday destinations on maps and being able to show airports, ports etc as well as explaining the geographical distribution in terms of regional, national and global spread.

Task B
This task addresses AO2 - *apply the knowledge, skills and understanding specified in the subject content*. Candidates are required to produce an itinerary based at *one destination* and explain how the itinerary meets the needs of a selected tourist type. The needs and circumstances of the tourist should be given to the candidates, in order for them to access the higher mark bands. It is advisable for the teacher/tutor/assessor to include complex needs in the pen portrait. Details of pen portraits can be found on Pages 135 and 136 in the Assessment guidance section of the specification and on Page 243 of the Teacher’s Guide.

Candidates should produce a clear detailed itinerary, showing research undertaken and *an explanation* which *clearly makes links* between the *itinerary and the needs of the tourist* as outlined in the pen portrait. There should not be large amounts of regurgitated material which has no relevance to the pen portrait or the itinerary. A detailed bibliography should show that their research is from a range of sources not just websites, that it is current and relevant.

The key requirement is for candidates to apply their knowledge and understanding of the key features of a special interest holiday and explain how they link and meet the needs of their particular tourist.

In this moderation series this task showed continuing improvement and was well done with pen portraits submitted and clear links made between the tourists' needs and the proposed itinerary. The explanation showed more detail. Much of the work seen was correctly assessed at the higher mark bands.

Task C
This task addresses AO3 - *use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.* The task requires *two* special interest holidays to be studied; *one involving a tour and one based at one destination.*

This task should be undertaken as a separate task from Task D.

Candidates must ensure that they choose *two different types of special interest holidays,* rather than *destinations* which was the case in most work seen. There should be a comparison of features, tourist types and popularity of the two special interest holidays which makes them appealing to tourists. Statistical data should be included, supported by substantiated conclusions. Many candidates offered wedding/honeymoon packages and this limited their evidence.

There should be evidence of a range of research undertaken and acknowledged through a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidates use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence for the higher bands that the candidate has obtained sources independently. This could be a statement from the candidate or assessor indicating how the sources were obtained to confirm the independence. This could be in the form of a signed research log or an observation record signed by the assessor.
In the samples of work submitted for moderation in this series it was clear that for some candidates there was a definite misunderstanding of the demands of the task where destinations were chosen and the skill of comparison was not used appropriately. Some candidates compared the whole range of destinations pertinent to a type of special interest holiday. Where candidates offered wedding/honeymoon packages, this limited their evidence. There were an increasing number of candidates who did use relevant statistics, particularly for skiing and cruising holidays. It is the features, tourist types and popularity which should be compared. There was some good evidence of comparison and on the whole this has improved on previous series. For Mark Band three a substantiated comparison is required on the appeal and popularity of the two identified special interest holiday types.

Task D
This task addresses AO3 - *plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.* Candidates are required to assess the factors which influence the popularity and appeal of the *two special interest holidays* studied for Task C.

Candidates need to be sure of their understanding of the command verb here as much of the work seen continues to be descriptive and generalised in the comments included rather than an assessment. The factors to be considered are stated on Page 130 of the specification. Research should be from a range of sources and identified in a bibliography. Candidates need to ensure that they provide sufficient data and statistics to demonstrate their ability to make a substantiated and detailed assessment of the factors which affect the popularity and appeal of their chosen two types of special interest holidays.

In some of the work moderated in this series it was clear that some candidates had not use the factors as outlined in the specifications on Page 130. Centres are advised to use these stipulated factors, not random ones that have little relevance to the task. This made it hard for these candidates to assess the factors leading to the popularity of their chosen special interest holidays. Again some centres' candidates had chosen destinations rather than the special interest holidays required which limited the mark band from which marks could be awarded.

2. Marking

Generally, marking showed some improvement in accuracy but remains generous particularly when awarding marks from the higher mark bands. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, where task D requires an assessment then if work is descriptive then mark band 1 applies, mark band 2 could only be considered appropriate if candidates show some evaluation with some reasoned conclusions. 'Best fit' would need to be considered where there are descriptions and some evaluation to determine if mark band 1 or 2 is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, there are clearly weaknesses if mark band 2 is considered best fit and low marks from the mark band should be applied. If mark band 1 was considered best fit then higher marks can be awarded to credit the conclusions that are made.

Task A
Marking of this task was mainly accurate. The maps were generally well presented, showed a range of special interest holidays, contained some exemplification of tour operators and geographical distribution was addressed.

Task B
Marking of this task was mainly accurate. Pen portraits were submitted which helped identify needs and helped the moderation process. The itineraries were well presented in a clear and informative style. The research included was generally relevant and appropriate for the task.

Task C
Marking of this task was generous. Several centres had awarded marks from higher mark bands when clearly the candidates had not selected the correct types of special interest holidays but destinations instead. The comparisons were often weak and lacked detail. In many candidates work there was little or no evidence of referencing in the text nor was there evidence through a detailed bibliography that a *range* of sources had been used.

Task D
Marking of this task was generous. This task requires an assessment of the factors that influence the popularity of two types of special interest holidays. If candidates had chosen destinations rather than types of special interest holidays for Task (c) then the same mistake was carried forward into this task. In the work seen candidates tended to describe rather than assess the influence of the specific factors which again limited the mark bands from which marks could be awarded. Limited statistical data was used or referred to when drawing conclusions.

3. Administration

Most centres met the deadline for submission of portfolios for moderation. OPTEMS forms were generally completed correctly.

Samples submitted were correct. Centres submitted asterisked samples. Where candidates were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres did submit Candidate Authentication Records although there was a few that were not signed. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the Edexcel website at http://www.edexcel.org.uk/quals/gce/travel/as/8791/.

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

Annotation on coursework is now a requirement of the JCQ and should be used to highlight where key evidence could be found e.g. specifically where explanation, analysis, evaluation etc could be found. This is helpful to the moderation process.

In task A annotation could be used to highlight clearly where candidates are locating destinations for each special interest holiday map, identification of transport links and the geographical distribution of the types of holidays.

In task B annotation could identify whether the needs are straightforward or complex and where there is an explanation linking the itinerary to the tourists' needs.

In task C annotation could highlight where a comparison has occurred and whether it is basic/detailed/comprehensive and where referencing and research has taken place, also whether conclusions have been drawn from statistical data.

For task D the assessor could highlight where the candidate had made an assessment and referred to statistical data and where evidence researched had been used to substantiate the assessments made.

Some centres provided annotation, which was appreciated.

4. General Comments

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

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks A, B, C and D. Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audiotapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or observation record is required (see above) and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

6998: Travel Organisations

This was the third series for the moderation of this internally assessed unit. This report comments on the marking from this summer's series. This report will summarise key issues and will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

Key Issues

A - Descriptions of the selected organisations continued to lack detail. Pages of irrelevant background (historical) information continue to be included.
B - The description of the recommended product, service or facility, lacked detail.
C - Candidates continue to describe, or submit pages of downloaded information on legislation.
D - Evidence tended to be descriptive with limited or no evaluation on the degree of influence. Connections between sectors were often omitted.

1. Assessment Evidence

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

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

The tasks are:

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

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

C - A research task, but there should be research undertaken which underpins all the other tasks in this unit. Legal and regulatory requirements need to be investigated and then analysed in relation to the affect they have had on the chosen sector of the industry.

D - An evaluation of the degree of influence which is held by the key organisations in the chosen sector as well as an evaluation of the connections between the sector and others in the travel and tourism industry.

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

Task A
This task addresses AO1- *show knowledge and understanding of the specified content*. The task is divided into two elements, showing knowledge by producing a description of a selected organisation within a specified sector of the travel and tourism industry and by describing the organisation's products and services. Also, showing understanding by explaining how the products and services meet the needs of their customers and identifying how and why there is a gap in provision.

Candidates are beginning to give a detailed description of the type, scale and in particular the structure of their chosen organisation. The structure should include reference to how the organisation is organised and where the lines of responsibility occur and for what. Pages of downloaded historical background information continue to be included in this task which is irrelevant to the task. The products and services were just listed by some candidates and a range of different types of customers was not considered. There should be an explanation which links the types of customers with the products and services available. This builds up from knowledge and understanding from Unit 2, the Travel and Tourism Customer, Task a). From this element of the task knowledge and understanding should be displayed through the identification of where gaps in provision for the customers occur and what they are. Some candidates continue to list the gaps without relating them to the different types of customers.

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

Task B

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

The key requirement is for candidates to apply their knowledge and understanding of the identified gaps in provision and explain how the proposal is linked to meeting the needs of the customers. There should be detail in the explanation and clear links between the suggested proposal and the needs of the identified customers. Where this does occur, marks from the higher mark bands can be awarded.

Task C

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

There should be evidence of a range of research undertaken, using different types of sources e.g. websites, trade and training manuals, articles, newspapers and magazines, particularly for Mark Bands two and three. The sources should be acknowledged through a bibliography or terms of reference indicating how, where and why the sources were used in the research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidates use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence for the higher bands that the candidate has obtained sources independently. Independent working could be supported through a statement from the candidate or a research log, explaining how and why they used the sources, a detailed bibliography or a witness/observation testimony from the assessor indicating how the sources were obtained to confirm the independence of the candidates. The use of different types of sources continues to show an improvement from last summer.

Task D

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

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

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

Marking

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

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

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

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

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

Administration

Many centres met the deadline for submission of portfolios for moderation. The OPTEMS forms were generally completed correctly.

Samples submitted were mainly correct. Centres submitted asterisked samples. Where candidates were withdrawn, alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres did submit Candidate Authentication Records, although there were a few which were not signed. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the Edexcel website. Not all centres submitted task feedback sheets as provided on the Edexcel website.

Annotation is now a requirement of the JCQ and should be used to highlight where key evidence e.g. specifically explanation, comparison, assessment etc could be found, this is helpful to the moderation process.

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

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

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

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

Some centres provided annotation which was appreciated.

General Comments

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

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks A, B, C and D. Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates' portfolios should include a witness statement/testimony, assessment checklist or observation record. This should describe the candidate's performance and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or an observation record is required. It is this substantiation evidence that should be sent to the moderator. Printed versions of documents can be sent in support.

GCE Travel & Tourism Grade Boundaries

Unit 1: The Travel and Tourism Industry (6987)

Grade	A	B	C	D	E
Raw boundary mark	61	54	47	40	34
Uniform boundary mark	80	70	60	50	40

Unit 2: The Travel and Tourism Customer (6988)

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

Unit 3: Destination Europe (6989)

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

Unit 4: Destination Britain (6990)

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

Unit 5: Travelling Safely (6991)

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

Unit 6: Resort Operation (6992)

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

Unit 7: Responsible Tourism (6993)

Grade	A	B	C	D	E
Raw boundary mark	60	53	46	39	33
Uniform boundary mark	80	70	60	50	40

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

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

Unit 9: Working in Travel and Tourism (6995)

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

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

Grade	A	B	C	D	E
Raw boundary mark	61	54	47	41	35
Uniform boundary mark	80	70	60	50	40

Unit 11: Special Interest Holidays (6997)

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

Unit 12: Travel Organistions (6998 01)

Grade	A	B	C	D	E
Raw boundary mark	46	40	34	29	24
Uniform boundary mark	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.

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