Examiners' Report January 2009

GCE

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

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Contents

Unit 1: The Travel and Tourism Industry (6987)

This was the fourth January series paper for this unit. Questions were set to assess candidates' learning of the content of the specification, and devised to meet the assessment objectives as given on page 155 of 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
AO4	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, Suggest, Explain, Analyse, Justify

Candidates often limited their marks on this paper by **explaining** when the question had asked them to **describe**. 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 to use a calculator, and it was clear from their answers to questions 4a) and 4b) that many did not have them available. Candidates are always advised to take a calculator with them for this paper.

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

Question 1a)
A well answered question. Most candidates defined 'package' extremely well, and achieved the maximum 2 marks for their response. There was a lesser degree of accuracy on the definition of 'independent', some candidates just repeating 'when you book everything independently', or in a minority of cases 'when you travel on your own'. These responses were not credited. For both marks, answers needed to reflect the 'separate' nature of the holiday, using examples of flights on the internet and hotels direct, and paying for each separately in addition to the 'doing it yourself, choosing your own dates and airline' aspect.

An example of a full mark answer:

"Package holidays are organised by a tour operator. The package must include two of the following; flights, transfers, accommodation and food, and is sold all together by a travel agent to the customer."

"Independent holidays are the opposite to packages, it is likely that people who book independently will book on the internet, and pay for flights, accommodation and transfers all separate from each other."

Question 1b)
A fairly well answered question, most candidates achieving 3 or 4 marks. Even if they had mentioned the booking process in 1a) they would also be credited with it here. However, to achieve more than 3 marks, the differences between the booking processes must be highlighted. Again, this shows the importance of reading the question carefully to enable it to be answered in the correct way.

Example answer – this response scored 4 marks.

"The two will differ because an independent tourist will book their own accommodation and transport, whereas a package tourist will have this done from them by the travel agent. Independent holidays may cost less as people can search different websites to find cheaper flights. Package tourists will book their excursions with a rep in their resort."

To gain additional marks the response would have needed to describe the differences in the second part of the answer i.e. contrast the price and the booking of excursions, as the question is asking for how they differ.

Question 2a)
Candidates who had used the case study managed to describe climatic changes quite well, mentioning global warming, CO2 emissions and long term extreme weather. However, some clearly had no idea what it was; for example "it is when it is hot one day and cold the next".

"Climatic changes are long term effects caused by things such as pollution and its effect on the ozone layer, making the seas warm up. Because of so much pollution it causes things like more heat waves and droughts."

Question 2b) (i) and (ii)
Some candidates gave theoretical examples, which, though credited, made it very difficult for them to assess the effects of this in part (ii).

An extremely common incorrect answer was the tsunami, which is not an example of climatic change, but an undersea earthquake. Many candidates failed to score marks on both parts of this question if they gave tsunami as their example.

Better responses were the flooding in Hull, Hurricane Katrina, reduced snowfall in the Alps or the extreme weather experienced in southern France/Northern Spain this winter.

Candidates who had given a good example in b(i) were able to score more highly on b(ii), and relate their example to loss of tourists, jobs and income. Stronger responses linked to changing types of transport, for example planes and cars with lower carbon emissions, carbon off-setting programmes; or linking the hole in the ozone layer to the increase in skin cancer and tourists turning to holidays in cooler climates.

Question 2c)
A minority of candidates did not seem to understand the word 'halt' and answered the question as if the expansion had gone ahead.

Credit was given to responses by candidates who showed knowledge of the difference between charter and scheduled airlines. For example, *"scheduled airlines have priority take off slots"* as this was seen to be relevant to their operations. Candidates awarded higher marks for this question identified that charter airlines may transfer their operations to other airports and/or offer a different or smaller range of destinations, but on the whole this question was poorly answered. A typical 2 mark answer is shown below;

"Charter airlines are slotted in between scheduled airlines which have a pre-booked timetable and have priority. If the expansion slowed down, charter airlines would not be able to run as many flights as scheduled would take priority"

Question 3a)
A well answered question, which asked candidates to describe three products and services to attract more families to this ship. A similar question has been asked before, and those who went wrong did so because they stated products more suitable to different customer types, for example spas or Jacuzzis.
The most popular suggestions were kids club, larger pool complex, children's entertainment and family cabins. A good percentage of candidates scored 5 or 6 marks on this question, by giving a good description or some examples of the product that had been suggested.

Example of a full mark answer

"Special entertainment for kids, shows with cartoon characters, live children's music and characters such as Bob the Builder"
"the twin cabins could be turned into family cabins, with one double bed and a bunk bed for the children"
"a kids club with workshops for children of different ages, for example a drama workshop for the under 14s"

Some candidates did not fully describe their product, therefore not achieving some of the more attainable marks. They sometimes explained the benefits rather than giving additional description. For example, 'they should introduce a babysitting service, (1 mark), this will enable parents to have some quality time on their own' (no additional mark).

Question 3b)
This question required candidates to link attracting families to the three objectives of Sailaway Cruises.

The objective 'increase occupancy rates' was usually linked with the fact that families are more than two people, rather than the fact that they would all be sharing a cabin, and was most often linked with the age profile.

The objective 'lower the age profile' was well addressed by most candidates. Very few candidates seemed to understand the term 'market share'. Almost universally, they considered this to be either linked with increasing profit or suggested that 'family deals' or 'special offers' would help them to achieve this objective.

A stronger answer is:

"Sailaway will meet their objective to lower the age profile as families will travel in school holidays, and both adults and children will be under 55. By targeting the "grey market" outside school holidays and the family market during the holiday periods, they will increase market share as they will have increased the number of age groups travelling."

Question 3c)
Candidates had obviously been taught about both positive and negative impacts. Most were able to score at least two marks here. However, they sometimes failed to link these impacts to the cruises.

Jobs, income for ports, and business for souvenir shops were the most common positive impacts and damage to marine life was the most common negative impact. Surprisingly, very few picked up on the fact that many tourists will leave the port area on excursions, and this will also have the added impact of employment for guides, coach drivers etc.

Some candidates discussed the relative carbon emissions of cruise ships in relation to aircraft. This was not considered relevant to the question, which asked for candidates to comment on the impacts on the sea and ports of call.

Questions 4a) and 4b)
Candidates were asked to calculate the spend per visit of the two visitor types. This was very poorly answered by a lot of candidates because:

- they had no calculators,
- they divided the wrong figures or
- they were unable to interpret the answers given on their calculator in terms of decimal points.

Incorrect answers such as £2.04 per visit; £1.77 per visit or £489 million per visit were common. Students need to be taught how to calculate figures such as spend per night, or spend per trip, and consider whether the answer they have is realistic.

Question 4c)
This question was poorly answered by many candidates. The miscalculation by many in 4a) and 4b) impacted on this question.

Some candidates simply lifted the data and restated it, for this they could only achieve a maximum of two marks. A popular misconception was that that 'visits' on the table was interpreted as day trips, and that 'nights' referred to nights out. This misled them as many answers referred to "clubbing, drinking, visiting pubs etc…"

Candidates who had correctly calculated the spend per visit went on to relate this to spend per night of both types and gave reasons for these differences. The more successful responses noted that young people stayed longer but spent less in proportion, that they could be students, staying in hostels, or with family or friends.

Question 5a)
A brilliantly well answered question, the most common answer being Thomas Cook. Technically, Lunn Poly is now Thomson/Tui, but was accepted as a multiple for this series.

Question 5b)
This was a quite well answered question as it gave the scope for candidates to make a variety of points, related to both development and operations, and these could be both positive and/or negative. Many candidates focussed on the impact of the Internet and the availability of online booking. Weaker responses laboured that point, and did not consider any other technological developments. Stronger responses included the development of computers, GDS and CRS, and transport developments, and concluded that this was not always good news for travel agents.

Part of a good answer:

"Travel agencies have been affected by technological factors such as the development of computer reservations systems. This means that the travel agent can see the availability and book it straight away, whereas before they were telephone dependent. However, customers can book their own flights on the internet using the airline website, so the travel agents have started up their own websites to compete with this. Transport technology such as the jumbo jet has also enabled travel agencies to sell holidays to more destinations that are further away."

Question 5c)
The chain of distribution appears in every paper in some form. This was a straightforward question, but was not answered as well as expected, as many candidates had failed to see the word '**example**' of an organisation in the question, and simply stated 'Transport; Accommodation; Tour Operator'. When candidates had realised that they should give an example it was well answered; Hilton, British Airways and Tui were the most common examples given.

Question 5d)
This question has appeared on a previous paper, and some candidates had been taught the difference between vertical and horizontal integration. These candidates were able to score high marks, the more successful responses using an example to illustrate the term. However, there were a proportion of candidates who either did not understand the term, or confused it with 'interrelationships', and simply stated 'companies at different levels working together' rather than 'merging or taking over', which is what was required.

"Vertical integration is when an organisation such as a tour operator decides to diversify and buys another organisation at another level of the chain, such as an airline. It then may decide to diversify further and buy some accommodation or a travel agency. This results in more profit and less competition."

Question 5e)
This question was linked to the understanding of the terms 'vertical integration' and 'Independent travel agent'. It was interpreted in two different ways by candidates, both were credited if correct.

i) Independent agencies being taken over by vertically integrated multiples
ii) Independent agencies being negatively affected by the competition posed by vertically integrated multiples.

Good points were made by some candidates, who scored 4 marks or more, but weaker responses simply stated that independent agencies would close down, and jobs would be lost, and were limited to only one or two marks.

Example of part of a response:

"The impact on small independent travel agencies is that they can't compete with bigger ones who can offer a wider range of services to attract more customers. They may also be pushed out of a local area if one of the large vertically integrated companies also has an agency there. They will also not be able to compete with prices, or the amount of advertising and levels of service given by these larger agencies. This may lead to them closing down, or choosing to specialise in a niche market such as cruising"

Question 6a)
A poorly answered question, very few candidates achieving more than Level 1 marks. Some appeared confused by the term 'predominantly'. Many candidates used examples, but not clearly linked to the stem of the question. Credit was given for showing knowledge of the characteristics of private sector organisations, for example their decision-making and being profit-led. Stronger responses referred to having money to advertise which made them seem more popular. These candidates may also have referred to the contrast with public sector attractions, which were seen as less exciting, free to enter, or historical.

Example Level 2 answer:

"As the industry is predominantly private sector led, it means that attractions can charge high entrance fees. This is because the private sectors main objective is to make a profit. For example Madame Tussauds is privately owned and is expensive, but the Natural History Museum is public sector and is free. Privately owned attractions can be updated and re-furbished more often and public ones cannot afford to be. Privately owned attractions can afford to advertise more. This means that people know about them, whereas public sector ones do not have so much publicity."

Question 6b)
Very few candidates performed well on this question. The understanding of 'changing customer needs' was very weak. Many referred to needs in general, and gave 'customer service' type answers. Candidates who had performed well on 6a) usually made reference to the fact that public and voluntary sector would have to ask permission to make changes, whereas private organisations would have the money and the decision-making ability to do this quickly and for themselves.

Future questions of this sort will ask for identification of customer needs in the stem of the question.

Example of a better response:

"As they have revenue and profit, this can be put back into the company and used to expand the attractions, e.g. new rollercoaster or new fish. This will encourage customers to return to the attractions as you would get a different experience unlike if you were to visit a natural attraction or a castle….Customer needs also include facilities such as restaurants, increased quality or facilities, plenty car parking and all complying with regulations such as health and safety. With regular cash injections from profits, private sector attractions can plan ahead to attract both new and returning customers"

Unit 2 – The Travel & Tourism Customer (6988)

This report comments on the marking from this January 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.

Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit, given on page 21 of the specification. Three of the tasks should be completed following investigation of various travel and tourism organisations. The fourth task 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. In 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 focussing 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. Centres are permitted to use a hotel scenario for one of their role plays.

Candidates may complete tasks c) and d) on different organisations, however this may limit them being able to progress in terms of mark awarded. 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.

Below is an example for the first part of Task a): Types of customers and Needs of customers from the Airline sector.

'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 focussing 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 needs of all their different customer types. At times, candidates gave a list of products and services that the organisation provided without explanation, 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, they 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 work in the higher mark bands.

The same applies to the Accommodation sector and the Airline sector; a range of types should be covered in order to address the sector. At times, candidates would confuse different sectors, for example Airline and Airports or Travel Agents and Tour Operators. Some centres are still getting confused over Travel Agents and Tour Operators. These two sectors 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 attempted to describe the needs. However, at times some candidates 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 candidates a template to assist them with their planning for their assignment task. This helped ensure they had 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 centres 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 specification 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 a completed Enquiry Sheet followed by a Booking Form and maybe a Receipt book. All documentation that would be used in that situation by the industry 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:

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 awarded marks for each situation, and often awarded marks in different mark bands for each situation. This can lead to confusion and in future an overall assessment of how the candidate has achieved throughout 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, for example completed membership application forms, booking forms or receipts 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 it 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 focussed 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 offered 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.

Overall, there was some improvement within this task. 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 must 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 the performance of an organisation. Candidates generally chose a point score of 1 to 10 or a system using excellent, good and poor. Some centres did not include any assessment method in their documentation, which limits the transfer of data to a spread sheet.

In some cases, centres still tend to put these two tasks together and this unfortunately lended itself to some misinterpretation and misunderstanding by the candidates as to 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 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 candidates chose either a survey, an interview or a mystery shopper exercise, or in most case two of these. Some quality criteria were mentioned and described, there was some reference made to bench mark 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 marks in 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.

Benchmark 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 tasks c) and d) in some cases different organisations were used. Although this is acceptable it may limit candidates progressing up the mark bands.

The key requirements here 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 benchmark standards. Conclusions should be drawn and recommendations made.

In this series, there was an improvement for some centres in terms of the evaluations produced by the candidates. However, 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 candidates' conclusions, recommendations and findings.

Conclusions made were mostly straightforward with some recommendations for improvement, but at times these tended to be more product focussed and not customer service focussed. Therefore, in the majority of cases mark band one was most appropriate.

To fully achieve mark band two 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 or staff.

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 focussed and not product focussed and the evaluation should be objective and not subjective as was found in the majority of cases.

For the majority of candidates, the results were based on their 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 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, that the focus is on evaluation and their evidence shows them making an assessment or judgement. At times some of the questions used were product focussed questions and not customer service focussed.

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.

Marking
Marking at times was not accurate. There was a tendency towards generous marking, especially when awarding marks in 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 assists 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 annotations were alongside 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 tasks 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.

Administration
The deadline for submission of portfolios for moderation was met by the majority of centres. The correct sample was not always sent as centres tended to not include the work of the candidate awarded the highest mark and that of the lowest mark in the cohort if not asterisked.

Assessors should ensure that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or sections from text books, these are not credited. A statement to that effect for the moderator would assist the process. Authenticity sheets confirming the submission was the candidates’ own work were not always included.

Centres are encouraged not to submit 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 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.

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 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 candidate's performance, and highlight how this supports the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes and documentation 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 methodologies 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) responses showed a lack of analysis and conclusions and recommendations were mainly straightforward 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 this series, especially with task b) and task c).

Unit 3: Destination Europe (6989)

This is the seventh series where there have been entries for this unit. Reports are available for each series on the Edexcel website www.edexcel.com. Centres that have been moderated will have a moderator (E9) report, which can be accessed via Edexcel Online.

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

Most notably work submitted is well organised and the evidence easier to find than in the past. Information that is not necessary as assessment evidence was generally removed from portfolios or contained within an appendix. It was pleasing to see that some centres have acted upon feedback given either in the moderator's reports to centres or from the Examiners' report for previous series. This has helped improve performance and achievement for many.

Common Weaknesses

Task A

Candidates are still unnecessarily showing all possible transport routes for each type of destination instead of choosing the most appropriate methods and relevant gateways for each type. Separate maps of UK networks and gateways that do not show how to access destinations located are not needed. The most appropriate routes to access each destination should be shown and labelled for the higher mark bands.

Task B

The two elements of this task are still addressed as one and explanations are limited when merged with descriptions. Candidates generally do not show an understanding of the features that give the destination appeal as they are either not describing the features that give their selected destination appeal or are describing all features in the selected destination. Reference to the appeal to different types of tourists is often minimal.

Task C

Candidates are presenting more analysis in their evidence but they are still limiting their research to the internet and are not providing details to show independent research.

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 in 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: 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.* 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, identifying the most important features for each category. They could firstly consider the purpose of travel (short break, business meeting, main holiday, package holiday) to the category of destination and consider the reasons why holidaymakers choose to go to there and the kind of tourist activity taking place. 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. 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 also consider 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. The majority of samples included six maps one for each type of destination. There was a clear improvement in attempts to show access and transport routes to *each destination* located on maps. 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 as 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. It is recommended that they complete their research and know what will need to be labelled in the preparation stage in order for them to plan the map layout and decide on an appropriate size of map and labels.

As seen in the 2008 series, there was an overall improvement in the explanations, with fewer candidates describing the features of destinations. Candidates 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. A few explanations seen this series were at mark band 3, showing a big improvement.

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. Explanations of difficulties continue to lack the detail and reasoning seen in the explanation of categories needed to access mark band 3.

Task B

Evidence Requirements

This task targets Assessment Objective 2: 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 recommend a suitable destination. 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, most notably there were fewer instances of a country rather than a destination being selected. However, frequently evidence did not fully meet with the specification requirements and scores are still disappointing. Evidence did not 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. Some pen portraits still 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 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

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 and all inclusive deals and this is not appropriate. In terms of budgetary restrictions being included as a need, it is 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 favourable exchange rate, cheap fast food/snack bars and cheap accommodation in the form of hostels or campsites.

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' or '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 to 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 candidates 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 – professional golfer needs to practise golf. A destination is needed that offers challenging, tournament rated golf courses and the services of professional coaches.
Features: 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

Quite often, 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 <u>structured format</u> 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 it 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: the candidate's ability to research and analyse.

This task is in two parts:

- Evidence of research undertaken for *all* tasks a,b,c,d
- An analysis of the factors that have *led* to the growth in popularity and appeal of *one* European travel destination **including** an *analysis* 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. 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. Very 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 focussed 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 explanation of the rise in popularity, linked to factors was found in a number of samples. Candidates tended to approach each factor in isolation, using 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 seemed to be a weakness in understanding the requirements. In many instances, reference to controllable factors was vague or implicit and often addressed superficially under destination management. This should be a separate analysis. Some candidates identified the factors that were controllable and used 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 is where candidates submit a research log signed by the student and endorsed by the assessor or 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 as well as text books.

To encourage candidates to think beyond the internet, centres could refer them 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: 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) 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 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. Details of pen portraits were often included with samples and departure points 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 to present candidates the challenge of 'some difficulty in access' and meet mark band 3 requirements. For this series, the pen portrait journey was accepted as meeting 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 focussed on 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, subheadings of each factor were included and candidates were able to assess suitability against each factor guided by the headings. There were fewer instances of inappropriate pen portraits with complex journeys and several destinations.

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.* Assessors should first determine the mark band statement that *'best fits'* the evidence submitted. Therefore a 'holistic' approach is needed. The inclusion of evidence that is in mark band 3 (e.g. 'emerging destinations' task A) does not in itself mean the evidence matches the mark band criteria. Note should be taken of command verbs and discriminators for each statement. Marks at the top of a mark band should only be applied where evidence is considered borderline and there are significant traits of the higher mark band.

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 as descriptions tend to be generalised and lack detail. 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 difficulty in access

(for example no direct flights) and needs should be complex. Theoretical assessments, not related to tourists needs, should limit the marks awarded.

Administration

OPTEMS were mainly completed correctly. Centres are required to sign the OPTEMs to confirm the marks awarded. Assessors should ensure 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 in the marking.

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 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.

Unit 4: Destination Britain (6990)

This is the sixth series where there have been entries for this unit. Reports for each series are 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)

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 contains 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 often specify an area e.g. the South East or Yorkshire but then only focus on one or two specific towns within that area. However, in the main, areas chosen for study were more appropriate. Candidates' descriptions of organisations were often 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 was 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.

Tasks two and three can be combined.

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. 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 focussed 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 they are demonstrating limited application of that understanding. To be awarded higher marks 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 do not 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 how the destinations in the itinerary met the needs of tourists were often limited to a statement indicating a feature would meet their need(s). A number of candidates added this at the end in either a sentence or half a paragraph.

Generally, marking of this task was generous. Itineraries were often not well presented; they had limited detail and did not include different types of destination. Maps were not always included and where they were, the locations were not always accurate. There was often some description of features that gave their selected destinations appeal but there tended to be little discrimination between features that give appeal and those that exist. There was often little detail in these descriptions. The explanation of how the selected destinations met the needs of tourists was often descriptive and not clearly linked to tourists' needs.

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 that 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 outline 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 contained 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 was a weakness with many tables and statistics presented with no headings or sources stated. Few candidates had any referencing of sources for analysis. Analysis of statistics was often limited with many candidates simply describing the results of each table or graph presented. They failed 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. This level of analysis would gain higher marks and show more thorough research and thorough analysis as required of higher mark bands. Candidates also presented analysis as a set of assumptions about what might have caused trends. Whilst this is acceptable as analysis at mark band 2, it would be expected that for mark band 3 candidates are 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.

Generally, evidence here showed some analysis and some candidates are beginning to use a range of types of sources. Much of the evidence was capable of gaining a mark in 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, Manchester and London being the most popular. A visitor attraction such as Westonbirt Arboretum, is not a destination and should not be considered as a suitable destination for this task. 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. There is no requirement in this task to submit background historical information. 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 tended to be generous. High marks in 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/annotate 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 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 www.edexcel.com as well as Examiners' 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.com/quals/dida/gtsr/Pages/osca.aspx

Unit 5: Travelling Safely (6991)

General Comments

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 contained in the specification entitled 'what you need to learn'.

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 were awarded 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 1a)

In most cases the Association of British Travel Agents and International Air Transport Association were correctly identified.
The specification states the organisations candidates need to learn. ABTA and IATA are two of the organisations listed.

Question 1b)

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. One answer that scored maximum marks was;

1. The Civil Aviation Authority regulates what goes on in the air, this includes flight paths and frequency of flights.
2. The CAA also issues licenses to travel agents and tour operators this includes the ATOL license.

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

Question 1c)

Most candidates did score the complete two marks here. One mark was awarded if they were nearly correct – Joint Aviation Association for example.

Question 2a)

Generally this was a well answered question. All diseases outlined in the specification, plus others, were credited.

Question 2b) (i) and (ii)
This was a question that divided candidates. Some clearly had been taught the causes and symptoms of a variety of diseases and had revised these for the exam. However, others had not and confused the causes and symptoms of malaria with hepatitis C.

One candidate who scored maximum marks answered;

'Causes: the transfusion of blood, contracted through infected needles, drug injection and procedures. May be caused by sexual contact.
Symptoms: Weakness, nausea.'

Question 2c)
Generally this was a well answered question with most candidates able to identify three places where travellers could find out about the risk and precautions to take to avoid diseases. However, 'Tourist Information Centre' did come up several times.

Question 2d) (i)
This question tests AO2 and therefore candidates need to apply the information provided to answer the questions. Many candidates failed to use the material provided and gave theoretical answers instead. Where this was the case, no marks were awarded. Another mistake some candidates made was to provide the information for Nepal and Bhutan when the question clearly asked for India. One response that scored full marks:

'The couple will both need a visa to go into India. It will cost them £30 each and will take a minimum of 14 days to process. It is valid for 6 months after the date of issue.'

Question 2d) (ii)
The same comments apply here as for Q2d(i). The response below is an example of a candidate providing a theoretical answer rather than using the information provided.

'The couple should be told about vaccinations whether they are required or recommended. They should also be told about courses of medication they have to take and how to avoid the contraction of any illness.'

As this question is examining AO2, answers such as these gain no marks.

Question 2d) (iii)
This question asked candidates to explain why travel agents/tour operators must give visa and health advice to customers. The emphasis here was on travel agents/tour operators. Therefore, the emphasis in the answer should be on these organisations following guidelines laid down in legislation and those such as Package Travel Regulations and the ABTA Code of Practice. If candidates referred solely to the difficulties customers would face then a maximum of two marks was awarded.

Question 2e)
Candidates had to describe two measures that a travel agent/tour operator could use to ensure all customers receive the health and visa information they require. Too often as the response below illustrates, candidates tended to repeat one measure twice with very little variation and therefore achieved only two marks:

‘1. Give out a handsheet or a leaflet about the recommendations for health and visa information about the country they are travelling to.
2. Tell them about the health and visa recommendation so they have been told from the travel agent.’

However, many candidates did pick up the maximum four marks in this question. Many referred to training staff as well as producing leaflets or having a section on the booking form that customers should sign to say they have been provided with the necessary information.

Question 3a)
The vast majority of candidates correctly identified the Data Protection Act and gained the mark available here.

Question 3b)
Again, this was a relatively well answered question with most candidates gaining a minimum of 2-3 marks. Some advice - the question offered four marks, the easiest way for candidates to pick up the maximum marks is to identify four different aspects of the Act rather than just one or two and trying to expand on them. However, please note that correct expansion will be awarded. One answer that received four marks was;

‘This Act states that people with disabilities must be treated the same as everyone else, for example if a person is deaf but fits the job role they should have a fair chance at getting the job like everyone else. Also buildings must be accessible such as ramps provided for wheelchair access.’

Question 3c)
Generally candidates scored between four and six marks here.
Lower marks were awarded when candidates described and then did not explain. Advice to candidates is that they need to respond to the command word in the question. Below is an example response from a candidate who scored the maximum six marks. They constantly added explanation to their descriptions.

‘Vehicles should have ramps or low floor to allow disabled users to use them. Transport such as planes should have lifts to enable disabled passengers to board. Staff should also be trained so they know how to look after disabled people.
Hotels should have lifts to allow disabled guests to get to all rooms and wide doors so wheelchairs can easily fit through.’

Question 4a)
Surprisingly there was quite a variation in responses here. Some responses were very generic and could have referred to a variety of organisations. Many candidates confused ABTA with IATA. A response that achieved two marks can be seen below.

‘1. Operates a bonding system for travel agencies so customers are protected if a company goes broke.
2. Promotes ABTA members so customers can trust the ABTA protected companies.’

Question 4b)
This question was generally quite well answered. Perhaps the recent events with XL have helped to highlight the advantages of ABTA bonded travel agents/tour operators. One response that achieved maximum marks is below;

‘The protection they have gained is if the company they fly with goes bankrupt they will be able to get home whereas independent holidays may not and therefore they may have to pay more. They know that the holiday will be of a high standard. If on a package tour the rep will take care of any problems and customers who have complaints can go straight to ABTA who arbitrate with the travel agency to help sort it. Whereas in independent holidays if something goes wrong there is no one to help.’

Question 5a)
Generally a well answered question with the vast majority of candidates scoring two marks.

Question 5b)
gain, generally a well answered question with most candidates scoring 3-4 marks. Candidates should look at the number of marks available for the question – in this case four – and come up with four different suggestions. They can pick up marks for detail but actually this approach makes it easier for them to gain maximum marks.

One response that took this approach can be seen below. It scored four marks.
‘The travel agent should tell the holiday makers to stay in bright well lit areas and to always be with a group of friends, they should also be told not to flash the cash and leave large amounts of money in the safe at the hotel.’

Question 5c)
This question was not well answered and many candidates did not score anything at all here. Candidates tended to mix up general medical centre and medical assistance companies. One response that scored maximum marks can be seen below.

‘The role of medical assistance companies is to assist and pay for the medical treatment and recovery of customers. An example of a medical assistance company could be a medical provider. In the event of illness, injury or even death of a customer the medical assistance company will pay for any treatment, assistance or repatriation of a traveller to their home country.’

Question 6a)
Generally a well answered question although some candidates did give two examples of a natural disaster rather than two differing examples of a force majeure as outlined in the specification. Some candidates also repeated hurricane and other severe weather conditions which were given in the stem of the question. Candidates had to provide other examples.

Question 6b)
Many candidates scored three out of the available six marks here. Some because they did not justify their suggestions and others because they concentrated on theft in general rather than on identity theft. A response that scored six marks was:

'To reduce the risk of identity fraud holiday makers should be given advice in a leaflet as to the risks of this happening. One piece of advice that could be given is upon entry to their accommodation put personal documents and passports in a safe or safety deposit box. This would then mean that the holiday makers personal information cannot be accessed at the hotel except by themselves. Whilst out and about the holiday maker will at some point make a purchase. This is an area for identity fraud. To reduce the risk it should be recommended to pay with a chip and pin credit card. This means if lost or stolen it can be cancelled. Any fraudulent transactions can be traced.'

Question 6c)
This question clearly divided candidates. Many weaker ones merely repeated sections of the extracts with very little comment from themselves. A typical two mark descriptive answer can be seen below;

'The situation was dealt with effectively as Tony Blair had promised to pay to bring home the bodies of Britons. He also said that the police were doing their best to help. The Travel and Tourism industry realised that family and friends of people who had travelled to SE Asia were trying to ring to see if people were OK – so they set up an emergency helpline. Empty planes were sent out to help bring home survivors. They also delayed holidays for a few days and offered cancellations to customers. Customers were called individually by their reps to ask their opinion of what they wanted to do.'

The response below achieved five marks;

'Doing as much as they could however more emergency helplines should have been set up giving more people the chance to phone. Paying for the victims to be transported back helped and dealt with the emergency as relatives families may not have been able to afford the cost of transporting them back alone. Also by involving police to help identify was effective as it helped the lack of time they had with anxious families wondering if the victims were theirs. Reps were even involved trying to collect information which also helped as people may have been terrified and wanting to return and make sure everyone was safe.'

The response below achieved seven marks;

'In article one this is showing that the industry was able to step up and help by setting the helpline up but in the article it says it was estimated only one in four customers was getting through which isn't even half of the callers showing it was not good. Also in article two this portrays the government badly as they told about the grief stricken fathers situation not being dealt with effectively which again looks bad on the British government.

On the other hand article three shows that the travel and tourism industry did everything they could to help holiday makers eg sending empty planes and talking to each tourist individually. In article four this shows the prime minister saying one thing and the foreign office officials not following through so people are not only upset but they have no trust in the government to bring back their loved ones. This is an example of how bad the British government was.'

Question 6d) (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.

Question 6d) (ii)
This question is challenging and is AO3 weighted 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 that candidates must learn how large-scale emergency situations were dealt with by organisations in the travel and tourism industry.

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.

Unit 6: Resort Operations (6992)

This report will summarise the key issues and then comment on the assessment evidence requirements, the accuracy of the marking and the administration.
The entries were very small compared to other AS units as this is an optional unit for the single award.

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 b) candidates 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. Therefore, this task b) requires interaction. The unit comprises four tasks, as detailed 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 to support the description should focus on the operation of the resort office rather than just types of resort representatives employed.

The other evidence expected for this task would include an explanation of situations that require the resort office to liaise with their UK office. This should be an explanation that demonstrates understanding of the topic. This aspect of the task is an explanation rather than a description. 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, building work updates, rooming lists or flight delays due to fog.

As entries were low there was limited evidence to comment on. The descriptions did start to give some detail as to how the resort operates. Candidates did consider the operation rather than simply the duties of the different overseas representatives. In terms of the explanation, candidates gave a limited explanation of the situations that require the resort office to liaise with their UK office. The evidence tended to be descriptive.

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 a welcome meeting. The type of evidence to support the task could include an individual observation record linking to the assessment criteria. For example, copies of welcome meeting invites, room plans, a map used to show customers where excursions are located, excursion leaflets or welcome meeting notes. Please note that notice boards and detailed information booklets are not required. Self-evaluations are also **not** required.

For the selling situation evidence could include an individual observation record linking to the assessment criteria of how well the candidate dealt with the selling situation. For example, a copy of the excursion booking form, an excursion leaflet or car hire booking form. The evidence should relate to the needs of the pen portrait given by the assessor. 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.

For the problem situation, evidence could include an individual observation record detailing the complexity of the problem situation and documenting the performance of the candidate dealing with the problem in relation to the assessment criteria. Evidence could also include a complaint form or similar documentation.

Scripts should not be encouraged for any aspect of this task, as candidates' marks will be restricted. Submitting just an individual observation record 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.

Evidence this series did follow the requirements of the task. The welcome meeting did show some knowledge of welcome meetings. The use of materials such as maps and excursion leaflets was however limited and should be encouraged. From evidence presented this series it was difficult to determine how effectively candidates used materials and engaged the audience. Assessors should make reference to this in the feedback given. General comments just stating 'materials were used', 'interacted with the group well' or 'criteria met' is not sufficient. Feedback must detail why the assessor made the judgements, for example how the materials to be used to justify were used effectively.

There must be a pen portrait that identifies a customer and their needs and circumstances, so that candidates can recommend ***one*** selling situation. The candidate 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 candidate met the needs of the pen portrait. Observation records should also give sufficient detail to explain how the candidate met/did not meet the needs in the pen portrait. Feedback this series did not clearly explain how well candidates met the needs in the pen portrait.

Candidates' involvement in dealing with a situation tended to be basic. There was limited evidence provided this series to ascertain how effectively the problem was resolved. There was limited evidence to determine how the problems were complex. If a situation appears straightforward but the handling of the problem makes it complex, for example having to deal with the emotions of the customer, then the assessor must document this to show how and what made the situation complex. It was also unclear whether candidates had dealt with a customer individually or whether the complaint was a theoretical activity.

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. In order for higher marks to be awarded at least some sources would need to be referenced in the evidence submitted. 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 candidates use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence that the candidate has obtained sources independently. This could be a statement from the candidate or the assessor indicating how the sources were obtained to confirm the independence.

Candidates did submit a bibliography, however information relating to sources such as textbooks, guides and websites lacked detail. Sources used were limited and they limited appropriate use and reference in the body of the text. Where referenced, the evidence was simply a website at the end of a statement.

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 an evaluation. Candidates are expected to address the significance of induction, training and product knowledge. The evidence submitted for moderation tended to lack detail and was usually subjective of the three topic areas. This limited marks to within mark band one. Candidates are now however focusing on the significance in relation to delivering high quality customer service. Overall, conclusions were still basic.

Marking

Marking had improved and was generally in line with the requirements within the specification.

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, task d) requires an evaluation so if work is descriptive then mark band one applies. Mark band two 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 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 this example, 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 is considered best fit then higher marks can be awarded to credit the conclusions that are made. At mark band three there should be a critical evaluation and substantiated conclusions.

Task A

The marking of this task was marginally harsh at MB1. Where descriptions are detailed but lack explanation a mark above the mid point can still be awarded.

Task B

The marking of this task was accurate and the evidence clearly supported the marks awarded.

Task C
The marking of this task was marginally generous. At mark band two there should be evidence of referencing, independent research and use of a range of sources. Whilst the evidence submitted by candidates included the occasional reference it was very limited and referenced mainly through a bibliography. Overall, mark band one was characteristic of all evidence. At mark band one limited sources were used and evidence was submitted through a bibliography. Higher marks should only be awarded when there is some strength in the evidence.

Task D
The marking of this task was marginally generous. At mark band two the evidence submitted was mainly descriptive rather than evaluative. Each aspect was described with some evaluation and therefore more characteristic of mark band one, making a higher mark within the mark band one range more appropriate. The evidence at mark band one showed limited evaluation and limited strength or characteristics of the higher mark band. The top of the mark range should only be awarded when there is strength and traits of the higher mark band.

Administration
Centres met the deadline for submission of portfolios for moderation. OPTEMS forms were completed correctly. Samples submitted were correct. Centres submitted asterisked samples.

The Mark Record Sheets, including authentication signatures, which are a JCGQ requirement were sent. Please note that Exams Officers have copies of generic forms that can be used but these are also available on the Edexcel website:
http://www.edexcel.com/quals/gce/gce-leg/travel/Pages/default.aspx

Edexcel feedback sheets as provided on the Edexcel website were used.

Annotation on coursework to show where key evidence to support marks awarded could be found was used. Annotation is helpful for the moderation process and can be used as follows:

In task a) annotation could be used to highlight clearly where candidates show detail of the resort operation description and where candidates explain, rather than describe.

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 candidates reference sources and specifically where they research independently.

For task d) the assessor could highlight where a candidate evaluates and draws conclusions. Where higher mark bands are awarded, assessors could highlight examples and conclusions that are substantiated.

General Comments
Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for them to submit all work tied with a treasury tag, providing it can be easily identified. In addition to the Mark Record & Authentication sheet, there should ideally be a front cover stating the name of candidate, centre number 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 needs to be submitted in a portfolio. That evidence should be for tasks a), b), c) and d). Class notes and activities should not be sent to the moderator 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 a candidate's performance, and highlight how this supports the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes or documentation should also be included. Video evidence, audiotapes, 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.

Unit 7: Responsible Tourism (6993)

General Comments

This was the fifth paper for this unit. 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 questions and the key strengths and weaknesses in responses. Examples will be given. Suggestions for improvement will be included.

Overview

There were two case study destinations in this paper. The destination from the More Economically Developed World (MEDW) was the Norfolk Broads, a countryside destination and the other from the Less Economically Developed World (LEDW), Thailand. Whilst the inclusion of one UK (MEDW) and one overseas destination (LEDW) follows a similar format to that used in the previous series, in future exam series it may be that the example from the MEDW is not necessarily always a destination in the UK, or it could be that both destinations are from the MEDW.

For this paper, question three focussed on the Tourist Area Life Cycle (TALC) model and also required candidates to give details of destinations they had researched or studied in class. Each question was worth 30 marks and within each the more challenging questions targeting AO4 and AO3 were towards the end of each section.

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 recognising command verbs and not reading the question carefully overall. However, this was less prevalent than in past series.

There was much evidence to suggest that there had been improvements in exam technique and it was felt that this aided candidate achievement. Where responses continued beyond the lines provided or on another page most candidates did indicate to the examiner that they had not finished and identified where the remainder of their answer was located.

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. There was evidence of improved exam preparation with regards the higher level skill of analysis, although giving evidence of research and demonstrating an ability to assess or evaluate continue to be weak areas. In developing these skills and improving exam techniques candidates could be encouraged to produce more structured responses that are succinct and that clearly answer the question. Another point to note when preparing candidates for exams is to observe the structure of the paper and numbering of the questions so that they are able to recognise where new topics are being tested. Some candidates repeated answers given earlier and good exam technique would be to go back and double check that they have actually answered the questions asked.

Overall the common key areas of weakness were:

- Giving evidence of research using a destination they had studied (Q2biii and Q3bi, 3bii, 3biii, 3bv)
- Assessing the 'extent to which' (Q2c, Q3biv, 3bvi) and justifying with reasons (Q2c)

Giving evidence of research using a destination they had studied
Where candidates are asked to select a destination they have researched or studied in class, they need to choose carefully and select a destination that gives them the best opportunity to provide specific details and meet the requirements of the question. Where candidates were able to give evidence of their research they scored high marks. Each destination studied in class or researched should be categorised firstly in terms of one of three main destination types – coastal/seaside resort, countryside, or towns and cities. Secondly, in terms of the stage of the Tourist Area Life Cycle (TALC) model it is suggested that candidates prepare for these types of questions in class by compiling tables/charts or even spider diagrams for destinations researched. They could then, for each destination, practise identifying impacts, describing them and explaining them to recognise the difference between describing an impact. They should also collate specific details to show evidence of research for a named destination. Through sharing ideas and discussions candidates could agree what is the detail that will make the difference between an examiner thinking 'this could be anywhere' and 'I can see evidence of research'.

Where evidence of research is required, to access the higher marks candidates are expected to give specific details; these could include names of places, statistics, dates, names of projects or developments. This technique will also help to reinforce the idea that destinations do not all experience the same impacts. The same method can also be applied to consolidate learning of strategies used to manage the impacts. As part of exam preparation candidates should anticipate questions requiring evidence of their own research and prepare aide memoirs as a reminder and revision tool. Two suggested formats follow:

Impacts of Tourism and Tourism Development

Example 1

Name of Destination: ____

Destination Type: __________________ Stage of TALC: ______________

Positive Impacts	Identify	Describe	Explain	Details To Give Evidence Of Research
Environment				
Economy				
Socio Cultural				

Managing the Impacts of Tourism and Tourism Development

Example 1

Name of Destination: ____

Destination Type: _________________ **Stage of TALC:** __________________

Maximising Positive Impacts	Identify impact maximised	Describe method	Explain how maximise positives	Details To Give Evidence Of Research
Tourism education	Environmental - environmental education			
Widening access to facilities	Socio-cultural - Improved infrastructure for locals			
Staff training and development	Economic - Employment opportunities			
Investing tourism income in community projects	Socio-cultural - provision of community facilities and services			
Training and employment of local people	Economic - employment opportunities			
Retention of visitor spending	Economic - benefits of multiplier effect			

Assessing the 'extent to which' (Q2c, Q3biv, 3bvi) and justifying with reasons (Q2c)

Frequent responses tended to claim 'this is responsible because it creates jobs for locals' or 'this meets the principle to create respect'. Statements were often generalised and reasons were not given to support them. There is good evidence of the understanding of the theory and of the principles, what seems to be lacking is some realism. At this level, candidates need to be more discerning and understand that 'the principles' are a theory. It is an ideal, that in the 'real world' and dealing with real people it will not be possible to meet all theoretical ideals and principles even with the best intentions. Candidates are too willing to always agree that 'this meets a principle' when asked to assess. This is a common question that has featured on numerous papers. Candidates should be able to 'evaluate to what extent examples of tourism developments support the principles' and also 'justify to what extent management strategies support responsible tourism development'.

A useful starting point would be for candidates to scrutinise and question each principle individually. Class debates and discussions could be held where candidates should be encouraged to ask themselves: 'What does this principle really mean? Can it be achieved? How is it achieved? What are the likely causes for failure?' Case studies of examples similar to the responsible tourism holiday used in this paper could be used to stimulate in depth discussions.

Specific details should be mapped to collate evidence of research as they go along. Candidates could work in teams and be given one principle to evaluate against a case study/destination/strategy. Common themes should become evident. For example, what may prevent/hinder the principle 'promote respect' being met in many instances? What does 'improving quality of life' actually mean? Is it just that in the more economically developed world we force our perceptions onto people in the less economically developed world, and does this really benefit them, or just make us feel better? Do we know best? Only through some serious questioning of these principles will candidates be able to fully evaluate them in the exam. If candidates have a general awareness of the possible failings of some aspects of the principles when faced with these questions in the exam they will be better able to evaluate the 'extent to which' more successfully. They can consider to what extent each *principle is or is not met*. Higher marks are achieved where candidates offer a balanced response considering to what extent a tourism development or management technique does and does not support responsible tourism/principles.

Question 1a) (i)
This was well answered and the majority of candidates correctly named an agent. There was evidence that some had not read the question and gave the Broads Authority.

Question 1a) (ii)
Most candidates were able to give an appropriate voluntary sector agent and suggest roles. However, few achieved full marks. To achieve full marks there needed to be some application of at least one role to tourism/tourism development. As in 1ai it seems that many had not read the question carefully and gave general roles, this limited marks awarded. When studying agents and roles, candidates should be looking at roles in terms of tourism development. This could be through developing visitor centres, nature reserves, viewing areas, tourism education, avoiding negative impacts of any new development or opposing new developments.

An example of a good response:

Agent: Royal Society for the Protection of Birds

Role 1: To educate tourists about protecting habitats and how to protect bird species
Role 2: Use visitor donations to conserve habitats and create nature reserves

Total – 3 marks

It is clear that the roles identified are related to tourism development.

Question 1a) (iii)
This question was answered fairly well by many candidates. Candidates were required to describe two objectives of the Broads Authority. Many candidates simply lifted these from the case study information with no application and marks were

limited. Most did not expand upon a basic statement of each objective. The command verb was ‘describe’, this was not picked up by many who ‘stated’ objectives. Examples given were accepted as an extension of the objective.

Question 1b) (i)
This question was answered well by many candidates. This question or similar has appeared on previous papers and an improvement was seen this series. The question required candidates to explain how the two agents would be in conflict due to their objectives. On this paper, the question prompted candidates to refer to the agents’ objectives. Some candidates still explained the conflict without reference to objectives and therefore marks were restricted. However, the advice given in past reports had clearly been noted by many candidates who achieved full marks.

They structured their responses by first stating each agent that would conflict and then stating their objective in terms of ‘economic’, ‘environmental’ etc with detail such as ‘make a profit’. They then related this to the scenario and used linking statements ‘whereas’, ‘this means that’ and ‘because’ to offer clarity and explanation. Some did offer a concluding statement that ‘the conflict is….’

An example of a good response:

“Broads Xtreme Ltd’s main objective is to make a profit through the selling and hire of equipment. If the ban goes ahead they will lose customers and therefore earn less money, the may go out of business. On the other hand Norfolk Wildlife Trust’s main objective is to protect the wildlife and environment, not to make money. The conflict will be that Broads Xtreme Ltd want to encourage waterskiing and oppose the ban as they want to make money whereas the Wildlife Trust want the activity banned so wildlife habitats are protected which is their aim”

Total - 4 marks

Objectives are stated and there is clear explanation of why there is conflict due to objectives.

Question 1b) (ii)
Candidates scored less well here. This question has also been seen in previous papers and required candidates to suggest how the conflict could be resolved by the Broads Authority. Instead of answering the question, a surprisingly high number of candidates gave <u>proposals</u> thereby answering 1biii. As suggested earlier, where candidates find themselves repeating their responses they should check that they have answered the questions correctly. There was evidence that a minority had done this and successfully changed their response. The suggestions should have related to how the conflict between the agents could be resolved. For those who answered correctly many scored full marks, most commonly for suggesting that the authority arrange a meeting with all parties to agree a compromise.

Question 1b) (iii)
This question was fairly well answered by many. The question required candidates to suggest two proposals to reduce the negative impacts of waterskiing. A description of the proposal and an explanation of how it would reduce impacts was required. Common suggestions included zoning and speed limits. However, candidates often failed to achieve full marks due to a lack of explanation beyond ‘reduce damage’. High marks were achieved by candidates who used the information provided to fully explain how their proposal would reduce the impacts created by waterskiing.

An example of a response scoring full marks:

Proposal 1 - One proposal is that waterskiing could be limited to a certain number of days a week for example Wednesday, Saturday and Friday. This will reduce the negative impacts of waterskiing as less people could waterski, and this will reduce the water pollution.

Proposal 2 – Another proposal is that only a certain number of waterskiers could be allowed to waterski at one time, for example two waterskiers at a time. This would reduce water pollution and damage to the waterways, riverbanks, noise pollutions and reduce the silt and sediments deposit. Authorities could keep watch of how many waterskiers are waterskiing at a time.

Total – 6 marks

Although a basic response, there is sufficient detail to gain full marks.

Proposal 1: Here there is detail in the proposal described worth 2 marks and 1 for explanation although this is quite weak, and is only worth 1 mark.

Proposal 2 – This is along similar lines to the first and is about restrictions but again detail is provided for 2 marks and the explanation includes a number of impacts that will be reduced for 1 mark.

Question 1b) (iv)
This question required candidates to compare the impacts of the two activities on the economy. This was targeting analytical skills. A format was used to guide candidates to structure their responses. This question was not particularly well answered by many. A surprising number of candidates wrote about environmental impacts rather than economic. Candidates had difficulty applying their knowledge of economic impacts to the activities and many offered theoretical responses unrelated to the activities/case study and repeated information in each section.

Candidates seemed to connect better with the impacts of adrenalin sports whilst their understanding of nature based activities seemed limited. A few grasped that the adrenalin sports would have significant and greater economic benefits than the nature based sports, these candidates tended to refer to the number and types of jobs likely to be created, names of businesses and types given in the case study and the benefits of the multiplier effect. Some considered that people would come on holiday to participate in adrenalin sports and would need accommodation increasing spending. Others referred to negative impacts in the seasonality of jobs and that it was a summer activity. Stronger responses also referred to the cost to the local authority of repairing damage caused by the adrenalin sports.

Many candidates realised that nature based activities are ‘free’ but struggled to relate this in terms of not supporting many jobs, that jobs likely to be low paid or voluntary or that they would not generate much income. Higher marks were awarded for full application and consideration of negative and positive impacts. Most candidates realised that the conclusion should include a comparison of the impacts, but many re-stated points made in their accounts of each activity without adding any additional contribution to gain more marks.

An example of a good response:

'Adrenaline sports – This can help to create profit for the local community and will improve the infrastructure. It will create jobs for the locals, and they will have to be trained to know about waterskiing and wakeboarding. But the jobs are only likely to be seasonal as it is a summer sport. It may damage the banks of the river, so locals will need to be employed be employed to maintain them.

Nature-based activities – These activities will also employ locals for guides. They may also be seasonal jobs. Themselves may not provide much income as most people will bring the equipment with them, but will bring people into the local area, buying local produce and accommodation and could start the multiplier effect, that is when money is put into area it gets passed around, by buying local goods and services.

Conclusions – Both of these can boost the local economy by providing jobs and drawing tourist into the local area where they will use other local business. Both only provide seasonal jobs. But the adrenaline sports will also need locals to maintain the river banks as they will be eroded by the wave, so will create more jobs.'

Total =
AS – 4 marks, 2 clear points and 1 point with detail. All are clearly applied to the activity.
NB – 4 marks, 1 integrated sustained response, applied to the activity although less clear than for AS and in parts is theoretical.

Conclusions – 2 marks – 1 mark for each of 2 clear points.

Question 2a) (i)
This question was not well answered by most candidates and generated a variety of responses. It was targeting AO1 – knowledge and understanding. Application to the case study was not required. Many candidates gave principles of responsible tourism 'promoting respect' or else gave environmental impacts related to the case study 'protect habitats and reduce deforestation'. Understanding of the political objectives of tourism development was weak. Responses were not expressed as objectives. This question or similar has appeared before and candidates should be aware that for full marks in this question responses should be worded as objectives i.e. they should be clear and precise using appropriate terminology.

A good response:

1. To enhance the image of an area
2. To create a national identity.

Question 2a) (ii)
Candidates scored a little better when asked to state economic objectives. Again, many referred to the principles of responsible tourism and did not seem to recognise the difference between 'objective' and 'principle'. Weaker responses often stated 'jobs for locals'. They need to recognise that objectives often have a wider reaching focus, well beyond a local area. For this series, as only 1 mark was available, these responses were accepted. However, candidates should be advised that in future if the question requires an objective, stating principles and referring to 'local people' will not be awarded marks. Some candidates referred to making profit, showing limited understanding of objectives. They must use appropriate terminology such as revenue/income/earnings. A high level of understanding was evidenced by

candidates who gave targets in terms of 'increasing tourism earnings by 20% by 2010'.

A good response:

1. Create employment opportunities
2. Increase foreign currency earnings

Question 2b) (i)
This question required candidates to state four principles of responsible tourism. It was answered fairly well by some candidates who demonstrated a good understanding and those candidates who knew the principles often achieved full marks. The question has appeared on past papers and candidates should know the principles to answer this type, and other questions relating to the principles. This question did generate a surprising variety of responses, showing a general lack of knowledge. Many candidates stated 'maximising the positive impacts' which is not one of the principles. Some stated the four objectives of tourism development i.e. 'Economic, Environmental, Political, Socio-cultural'. There were still references to green, ethical, sustainable and alternative tourism.

Candidates should be encouraged to use appropriate terminology and to word their responses as 'principles'. Full marks were awarded where the responses were worded as a principle.

An example of a popular weak response:

"Respect local culture
Protect the environment
Minimise pollution
Benefit the local community"

An example of a good response gaining full marks:

1. *"Create economic benefits for the local people and improve their quality of life.*
2. *Promote the conservation of the natural and cultural heritage*
3. *Minimise the negative environmental, economic and socio-cultural impacts of tourism*
4. *Promote respect between locals and tourists".*

Question 2b) (ii)
This question was answered well by many candidates. The question required candidates to suggest six statements to include in a visitor code of conduct to inform foreign visitors about how to behave responsibly in terms of local people, culture and economy. This type of question has not appeared before. It is targeting application (AO2) and (AO4) making recommendations. The majority of candidates responded well and in some cases excellent responses were seen showing a good level of understanding about the issue of being a responsible tourist. As well as application and appropriate recommendations, these included not encouraging begging, covering up and spending in local shops.

However, a number of candidates focussed too much on the principle/issue of 'respect' and out of the six statements would give three all about respect, simply stating:

Respect the culture
Respect the traditions
Respect the people

This shows limited skills, understanding or application.

Where a recommendation of how to achieve this was included marks could be awarded. For example:

Respect the culture by dressing appropriately so as not to cause offence

Other candidates referred to the <u>environment.</u> For example, 'Do not leave litter'; this suggests that they are trying to make the principles of responsible tourism fit even though the question asked for how to behave responsibly in terms of local culture, people and the economy.

An example of a response showing evidence of limited understanding:

1. Respect the local culture
2. Be friendly to the local people
3. Respect the local people
4. Respect the local economy, don't be throwing rubbish just anywhere
5. Join in with the local cultural activities
6. Spend money on local souvenirs

Total – 3 marks

This could be a good example to use in the classroom. You may wish to ask students to suggest how the response could be improved to gain more marks.

An example of a good response:

1. To dress appropriately according to religion so locals don't feel offended
2. Don't offend locals by flaunting expensive goods in front of them eg cameras
3. Treat locals with respect as you are a guest in their country
4. When buying souvenirs ensure they are made in Thailand to help prevent 'leakage'
5. Try to learn a few words or phrases of the local language
6. Spend time with locals and learn about the different cultures.

Total 6 marks

Question 2b) (iii)
This question was not well answered by many candidates. The question required candidates to select a destination they had researched and give details of how tourism education is used to manage environmental impacts. There was a prompt in the stem to guide them to think about protecting wildlife or fragile environments. The vast majority of candidates chose examples of appropriate countryside or coastal areas.

High marks were scored by candidates who wrote about what is being done to protect National Parks, turtles and coral reefs in terms of tourism education. For others, marks were restricted for theoretical responses which showed an understanding of tourism education but included non-specific details such as signs, leaflets and guides, all of which lacked locational detail and application to show research. Please, see the comments above on how this can be improved.

Alternatively, where candidates were able to provide some evidence of research they tended to focus on minimising impacts rather than tourism education. There seemed to be a lack of understanding that tourism education is used to maximise positive impacts. For example, using renewable energy sources in eco-resorts. 'Eco-friendly' methods were popular but not appropriate for this question.

In both of the following samples candidates have named appropriate and specific destinations.

An example of a response giving evidence of research but not clearly about tourism education:

'In Tortuguero, Coasta Rica, they are able to manage their environmental impacts through tourism education. They have control over how many tourists are allowed in each day and their tourists can only get there by boat or light aircraft. This reduces negative impacts as there is not as much pollution in the area. Also, they only let their customers see the Atlantic Green Turtles by going on a tour. This also reduces negative impacts as people are unable to erode the land as they can only get to the turtles by boat.'

Total: maximum 3 marks for research evidence on managing environmental impacts.

An example of a good response:

'In St Lucia, leaflets are given out with information on how to look after the environment whilst on holiday. The leaflet is given out by the travel foundation which is a voluntary sector group that help to promote responsible tourism. They have introduced a leaflet about 'Hatch' the Hawks Bill Turtle and what can be done to look out for them. It is given out on the flight and is available with all the big tour operators. It gives information on how not to leave litter on the beaches, to be careful where to put the sun lounger and to avoid going on the beach at night and to turn off all lights especially around breeding time and when females lay their eggs on the beach. This makes people aware and will make locals and tourists more responsible.'

Total – 6 marks

This is an excellent response giving very specific details to show research evidence. Full marks awarded for an integrated and sustained response.

Question 2c)

This question was answered well by some candidates. Candidates were required to assess to what extent they agreed that the example given was an example of responsible tourism and to justify answers with reasons. Candidates connected well with the scenario given and most were able to provide responses that contained some assessment and some application and gained marks from Level 2. Higher marks were awarded for detailed assessment and application where candidates questioned 'the extent to which' and gave reasons to explain why it would not be responsible. The most popular were the possible negative impacts on the host community – disruption, staged authenticity and dangers of imitation. However, as mentioned previously the majority only considered positive aspects that supported responsible tourism and balanced accounts were infrequent. For the majority of candidates, justification was also limited. Candidates tended to make generalised statements and did not offer any reasons or use the information given to support their views. For example, saying 'income will be generated' without specifying how the income has been earned or its subsequent specific effect on the local economy and community.

Most candidates commented on at least two types of impacts. When asked to justify, candidates could adopt good exam technique by reading through their answer and checking that they have given reasons and that they have stated 'how' or 'why' something will happen and linked to the information provided.

An example of a typical response:

'The holiday is an example of responsible tourism in different ways. The tourist who go on this holiday stay with some locals in small groups. This way the tourists can be educated on the cultures and lifestyles of people in the community. Staying with villagers means tourists money goes to them rather than foreign owned hotels where none of the money would stay in the country. The travellers are educated on how to be responsible to the environment such as no littering and using biodegradable soaps or anything that is harmful to the environment. The locals are employed to take the travellers on hikes and treks to areas they wouldn't go to on a normal package holiday. This benefits the local economy because the money stays within the community. The host community organises all the activities so the travellers can experience what they do directly.'

Total – Level 2: 6 marks

Each area of impact is considered in turn. The candidate is using linking statements to show some basic reasoning, for example, 'this way', 'this benefits', 'because' and 'such as'. There is little evidence of higher order skills although there is some assessment and some application for a mid Level 2 mark.

An example of a balanced response:

'I think that this is an example of responsible tourism to some extent as the activities such as bamboo rafts bought from local villages and elephant rides from small camps benefits them as the money goes to the local community and isn't leaked out of the country. However, the local porters and local guides sometimes do not get enough money to live on like the porters in the Himalayas. Yet on the other hand the tourists are briefed about respecting local culture and learn about the tribal people and this is good responsible tourism as respect is created. Yet again the small tribes may not want the tourists to be staying with them all the time and could feel disrupted by them and there could be erosion to the environment through these 'adventures'. However the tourists are reminded not to leave anything behind to damage the environment the groups are controlled and are small. Yet on the other hand trips like the elephant rides could be seen as cruel to animals and is not respecting the environment.'

Total – Level 2: 7 marks

The response is somewhat disjointed and has clearly not been thought out. However, there is evidence of application of knowledge and an ability to evaluate the 'extent to which' so higher level skills are evident. The candidate does this by suggesting why the principles may not be met and some valid points are made although in no real depth. Linking statements are used to show some assessment. Higher marks, into level 3, could have been achieved by offering more detailed assessment and more reasoning, making better use of the information given in the case study. Also by writing a brief plan of the structure of the response before starting, perhaps looking at how it does support the principles first and then balanced by considering the reasons it may not support them.

Question 3a) (i)
This question was not particularly well answered by many candidates. This question or similar has appeared in previous papers. It was apparent that this stage of the Tourist Area Life Cycle was generally not well understood by many candidates. It is expected that candidates are able to identify and/or describe the characteristics of each stage. It is recommended that they select characteristics that are unique to each stage to show understanding. Many included characteristics of the exploration stage or development stage.

Question 3a) (ii)
This question was well answered by many candidates who correctly identified the stages to gain full marks. A number identified the stages but applied them to the wrong labels stating that Y was rejuvenation and X was decline and therefore were awarded no marks.

Question 3a) (iii)-(iv)
Candidates were required to name a seaside destination that had reached stage Y and give reasons for their suggestion. This question was answered quite well by most candidates. Many were awarded marks for an appropriate destination, however some candidates did not support their reasoning with specific evidence from their selected destination. Responses tended to be theoretical and generalised descriptions of the characteristics of the stage rather than relating them to the destination. Other candidates described the destination but did not relate to the characteristics of the stage.

Question 3b)
This question was not answered well by many candidates. It required candidates to select a destination at the consolidation stage of the TALC. The questions in 3b assessed the candidates' own research and so gave them scope to write about a destination they had studied and were familiar with. The question also assessed their understanding of the impacts of tourism at the consolidation stage in relation to the selected destination, how these are managed and the ability to evaluate methods used in terms of supporting the principles of responsible tourism. Few candidates scored high marks but many did gain marks for some knowledge and understanding of impacts and strategies. Evidence of research was lacking and there continue to be weaknesses in evaluative skills.

Question 3b resulted in a variety of destinations being offered. Many candidates selected an appropriate destination although no marks were available for this. Candidates still name countries as destinations rather than stating the name of a particular destination. A destination could be a countryside destination such as a National Park, a coastal destination such as a seaside resort or a town or city.

Whilst it is recognised that centres cannot cover every conceivable destination there is a range of well documented case studies available. As suggested at the beginning of this report, it is recommended that centres consider the study of examples of city, countryside and coastal destinations in the MEDW and LEDW and relate these to the topics in the specification.

When faced with this type of question in an exam, the first thing that candidates need to decide is which type of destination will give the most scope. It could be helpful if candidates quickly listed the destinations they have studied that would be appropriate and then make their selection before attempting to write their answer. This was important in this question to make sure that their knowledge of the destination allowed for all of the questions to be answered.

Question 3b) (i)
Few candidates scored full marks for this question. Many gave general accounts of appropriate impacts such as pollution and congestion without specific details related to their destination; this could have been place names, features to show a link/application. Some candidates described impacts and related these to the destination but did not offer any explanation.

Question 3b) (ii)
Positive impacts were less well understood beyond job creation. Good explanations of the multiplier effect were seen but these tended again to lack detail to link to the destination.

Question 3b) (iii)
A good understanding of visitor and traffic management and planning control was evident and park and ride schemes were very popular although responses were generalised and lacked specific details such as place names to apply to the destination. Some gave tourism education here and failed to note that it required strategies to minimise negatives not maximise positives.

Question 3b) (iv) and (vi)
As mentioned previously, evaluative skills were limited. Most candidates simply stated 'this will meet the principle of minimising negative environmental impacts', 'improving quality of life'; no reasons were offered to support judgements and 'the extent to which' was not addressed. When faced with this type of question, candidates seem to feel obliged to agree that all four principles can be met or supported. This is unrealistic. Higher marks were awarded where candidates identified why a principle would not be met and considered 'the extent'.

Question 3b) (v)
Maximising positive impacts is clearly less well understood by candidates and many wrote about positive impacts such as job creation without any details of a strategy, otherwise offered suggestions for marketing and promotion or suggested simply building more shops.

An example of a reasonable response:

'Local people can be given jobs in local areas as well as managerial jobs in hotels which would allow them to earn a better wage. Jobs in higher positions would give the local people something to aim for and give them a sense of power as well as knowing about the local area and helping to encourage the multiplier affect.'

Question 3b) (i)
'Destination - Gambia
The all inclusive hotels are adding to the pollution and they are damaging the local environment. The resorts are not allowing money to circulate as it is pre-paid and leakages happen as large tour operators receive the tourist money.'

Question 3b) (ii)
'Tourism has allowed local people to be given jobs on the beaches, hosting as guides instead of begging on the beaches before their jobs. This brings money to the local area and gives better employment too.'

Question 3b) (iii)
'Negative impacts such as crime was lowered as local beach boys were offered jobs to earn money as well as giving them something to do and to reduce unemployment rate. All inclusive hotels were at one point banned to allow the multiplier affect to occur and bring money to the local area.'

Question 3b) (iv)
'Giving jobs to locals will improve their quality of life as well as promoting respect between local people and tourists. Banning all inclusive hotels allows money to enter the local economy and will reduce leakages. This will reduce negative economic impacts as well as environmental as no knew hotels would be being built.'

Question 3b) (v)
'Local people can be given jobs in local areas as well as managerial jobs in hotels which would allow them to earn a better wage. Jobs in higher positions would give the local people something to aim for and give them a sense of power as well as knowing about the local area and helping to encourage the multiplier affect.'

Question 3b) (vi)
'Giving better jobs to locals will help with a better quality of life as well as reducing negative economic impacts as not as many leakages would arise. Local people in the hotels can talk to the tourists and this will promote respect between tourists and locals too and to meet the principles of responsible tourism.'

Total marks:

3bi – 2 marks for impacts of all inclusive resorts/leakage, there is explanation but no link to The Gambia.

3bii – 3 marks - the impact is explained and sufficient details to show research

3biii – 2 marks – although relating to jobs, because the candidate has applied clearly to the destination 1 mark for method to reduce crime and 1 for temporary 'all inclusive' ban. Much is repeated from bi and bii.

3biv – 2 marks maximum, no assessment of 'extent to which' just matches strategies to principles offers basic reasoning. A typical example of how candidates try to make sure all principles match lots of principles.

3bv – 2 marks maximum detailed but theoretical response – appropriate strategy

3bvi – 1 mark for the last point made. The first part repeats information. Similar to 3biv no assessment, no credit given for repeating information.

Unit 8: Current Issues (6994)

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

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

Key Issues

Task A

Overall there was an improvement this series and more centres are awarding the appropriate mark bands. Fewer candidates focussed on an event rather than an issue however, some were still not totally clear as to which issue they were researching. Some candidates described a topic rather than selecting a specific issue to be the focus. Those who had a clear issue tended to do well. Most research plans gave some detail as to when aims would be achieved and activities to be undertaken to meet aims. These tended to be more detailed than in previous series. Where candidates did not consider timescales this tended to impact on task b). Many candidates were starting to give some detail in the description of the methodology used, although few described how the aims will be met in detail. Some candidates did explain how the aims will be met and the methodology to be used, although in some cases evidence was limited.

Task B

Evidence for this task is often limited in terms of changes to the plan. There was some improvement compared to previous series however, some candidates still submitted an evaluation (task d) rather than showing use of their plan. Most candidates however showed some changes and some updating.

Task C

Overall, most candidates used a range of sources of research including primary and secondary. Many candidates referenced work, although in some cases the only research sourced in the findings were websites. Analysis varied between candidates but overall it appeared to have improved this series. There was some good analysis which demonstrated a good level of understanding of findings. Candidates who set clear perimeters in task a) and selected a clear issue were often those who gave a clear and/or comprehensive analysis of the issue and were able to clearly consider the effects on the travel and tourism industry.

Task D

Overall, there was an improvement in a number of centres. It was clear which centres had followed the guidance given in the previous moderators report. Whilst there were a significant number of candidates who considered all aspects of the project there were still some cases where evaluations lacked breadth and mainly focussed on the methodology used. Evidence was more evaluative than descriptive, an improvement on the previous series. Conclusions were, in many cases, straightforward and subjective. Recommendations were often limited and lacking detail.

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) candidates are required to produce a plan and in task 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.

For task b) in some cases, but far fewer than in 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 task a) and an updated plan showing the changes updated by the candidate and regularly reviewed by the assessor is submitted for task b). Task b) should show 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. The other evidence expected for this task would be a plan that shows the project aims and considers the parameters of the study.

Candidates should also consider the research methodology. To access higher marks, they 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. Candidates 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.

A number of different topics were covered. Most candidates included a topic that would lead to an issue and described a topic rather than an issue. For example, 'the effects of hurricanes on the travel and tourism industry' rather than 'perhaps tourism destinations are finding it difficult to have year round tourism due to hurricanes'. Overall, there were fewer candidates whose research proposal covered an event, such as the London bombings, rather than an issue which is encouraging.

Plans were varied in presentation. Some showed detail, although this varied between centres. The methodologies were often described in some detail. In some cases, candidates made an attempt to give an explanation of how the project aims would be met and attempted to explain how the research methodology would be used. Fewer gave theoretical evidence, for example general advantages and disadvantages of using questionnaires for research. Parameters were evident in most samples but not all and the level of detail varied. Timescales were usually given and were realistic. There were, however, candidates that did set timescales and/or set a plan. This, therefore, impacted on task b). The plan should be submitted before the project is carried out. It should not be retrospective as was the case in a few samples. Task d) provides the opportunity for reflection and proposals for change.

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 should show how well the candidate worked independently and how well they 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 deadlines met, or a statement from the candidate. At mark band two it is expected that the candidate will update the plan, not just state what they did. There were some plans that only included a description of what was or was not achieved, therefore a reflective account.

Although there was some improvement in the updating of plans, much evidence was still limited in terms of working documents capturing and updating usage. Candidates who did show some changes to the plans often did not show the rescheduling of any aims or timescales. Generally, evidence relating to contingency plans was limited. Most candidates achieved aims set although candidates who gave really focussed plans with clear perimeters in task b) tended to be those who clearly achieved their aims.

The plan could consider the following:

- Dates
- Aims and objectives
- How aims and objectives will be met?
- Research to be used to meet aims and objectives
- Target date
- What could go wrong? Contingency
- Achievement dates
- Changes needed and why?
- Additional research required and why?
- Assessor comments

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 some candidates, often those who did not have a clear issue presented in task 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 conducted as indicated in the plan (task a). For many candidates the methodology used did follow the plan and often additional sources were used but there was no indication why. The plan needs to be updated to indicate why additional research was necessary (task b).

Evidence expected for this task is a bibliography and/or referencing to indicate the sources used. To be awarded higher marks 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, but some similar format would be expected. 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 candidate or the assessor indicating how the sources were obtained to confirm the level of independence. There was limited evidence of this.

Overall, there was an improvement in candidate performance on this task. Most candidates did attempt to reference and source work as well as submit a bibliography or terms of reference. There was usually a range of different sources used rather than just a range of websites. Most candidates used both primary and secondary research. Some candidates exceeded sources identified in the plan, however many 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 descriptive. The quality of the analysis varied. Some candidates gave very detailed analysis, however others tended to give only basic facts. There appeared to be an improvement at mark band one due to more evidence showing basic analysis rather than being descriptive.

While some candidates did relate their analysis to the effect on the travel and tourism industry others were either general in the content or did not consider the effect. For example, some candidates analysed how terrorism affected people or a country rather than the effect of terrorism on the travel and tourism industry.

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. Samples from some included detailed evaluations that clearly addressed the requirements of the task. This was a significant improvement to previous series. There were however some samples where candidates evaluated the project as a whole, however the content was brief. There were some candidates, although significantly fewer than the previous series, who only evaluated the methodology rather than the whole project or simply evaluated the finding from task c). Where the evidence of the evaluation was brief it was either because there was limited coverage of the whole project or because each aspect evaluated had limited detail.

The acknowledgements of the limitations were often brief and, in some samples, omitted. Where recommendations where given, they often lacked detail. A small number of candidates gave justified recommendations. To access higher marks, candidates should give depth to their evaluation and use the evidence to support objective conclusions. Many candidates did not consider the evidence and simply gave a subjective and superficial evaluation of their research project.

In summary, recommendations for improvement varied. Some were basic recommendations while others really considered the suitability of the project and used the evidence to justify recommendations for future projects. Candidates 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?
- What would I do the same if I did this research project again?
- What have I learnt from this research project?

Marking

Generally, marking was much more in line with the qualification standards. Where marking was generous it was usually for work awarded marks in the higher mark bands within the sample.

Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should firstly 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, task d) requires an evaluation therefore if work is descriptive mark band one applies. Mark band two should 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 one or two is more appropriate. Strengths and weaknesses in evidence can then be taken into account when awarding marks within the mark band.

Task A

Marking of this task was marginally generous. High marks awarded in mark band one were often given with limited strength and should not have been awarded much beyond the mid point of the band. For example, there was no attempt to describe how the aims would be met or the methodology to be used; the issue described was unclear and lacked detail or the plan lacked detail. Some samples awarded marks at the top of 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, most often when marks in the higher mark bands were awarded. This was due to a lack of evidence of an updated working document, or plans that were updated in parts with candidate comments as to what was or was not achieved rather than the updating and rescheduling of the plan with new deadlines. In many cases there was only one final plan making it difficult for moderators to ascertain specifically what had changed and what was updated as well as how regularly the plan was updated. In some centres however, assessors had regularly documented the candidates' updating on the plan. This aided the capture of plan updating and usually enabled marks to be agreed.

Task C

Marking of this task was usually generous when awarding the top of a mark band particularly at mark band two. Marks awarded at mark band two and three would include evidence of research 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 in relation to the effect on the travel and tourism industry. Few candidates gave an explanation of the need to access additional sources.

Some samples awarded marks in mark band two contained limited analysis with 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. Often, there was a very limited attempt to reference sources; evidence focussed mainly on websites and analysis was overall basic rather than parts starting to be clear.

Task D

Marking of this task was generous, although in a couple of centres marking was marginally harsh. In some cases, the top of mark band two was awarded however the evidence lacked detail in the evaluation and only basic recommendations were evident. There was a tendency to award marks at the top of the mark range yet there were no traits of the higher mark band evident. Some samples awarded a mark in band two had subjective conclusions.

Administration

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.

All centres submitted 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. Most centres submitted task feedback sheets downloaded from the Edexcel website.

Annotation on coursework was limited on some coursework. Annotation should be present to highlight where key evidence could be found, specifically descriptions, analysis and evaluation. This assists the moderation process.

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

In task b) an individual statement could relate to how well the candidate 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. Annotation to support where aims have been met could be used along with any relevant content in the evaluation relating to meeting deadlines and aims.

In task c) annotation could highlight where the candidate has referenced sources and specifically where candidates have researched independently. Annotation should indicate where candidates have analysed and the level of analysis.

For task d) the assessor could highlight where the learner has evaluated and given recommendations. Where higher mark bands are awarded assessors could highlight the justification of the recommendations, reasoning and objectivity in the evaluation.

General Comments

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for them 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 number 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 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, portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this supports the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes or documentation 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.

Unit 9: Working in Travel and Tourism (6995)

This was the fourth series of moderation of this internally assessed unit. This report comments on the marking to date, 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, 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 submitted 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.

Assessment Objectives

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 to produce evidence of their participation in a team. Most teams chose to organise a day trip, run an open evening in the college to inform prospective students about the GCE Travel and Tourism course or gave a lesson on the topic they were researching for the Current Issues in Travel & Tourism unit to other students. All events organised were Travel & Tourism events.

The evidence produced to show the 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 and witness testimonies from both peers and assessors. Some candidates completed their evidence after the event had taken place and did not keep a diary/log throughout.

Evidence needs to be drawn from a range of sources including the candidate's own account. This could be 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 example, letters, names of hotels that were researched, criteria used to make decisions, a table/spreadsheet to show how and when the money is being collected; whatever is applicable to the particular event. Minutes and agendas for every meeting of the group should be included.

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 completing straightforward tasks. For example, designing a poster to promote their trip or ringing the bus company and booking a bus. These are not deemed to be significant roles.

There is no need to produce huge amounts of evidence for this task and it can be achieved in a fewer 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 requires candidates to produce evidence to show if their participation was effective and what contribution they made to completing the task. They must 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.

The majority of candidates do not show evidence of dealing with conflict. They often write that conflict has occurred within the group and that they had a meeting and resolved it, but do not detail **how** they sorted it out. Candidates 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

The second task requires 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, an improvement on previous series.

Candidates are beginning to cover a range of employment. They should be encouraged to look at a range across the sectors and a range of positions at different levels within each sector 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 and employment agencies. Candidates need to show evidence that research has been completed independently. By referencing their work throughout, candidates have the opportunity to show independence. Many candidates, however, evidenced their research by signing the bibliography or by the assessor stating that sources were acquired independently.

Task C

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 unclear. They were often disjointed with no clear progression from one stage to the next.

Some candidates' career development plans were focussed in the medium term, steps were not well explained and statements were generalised. Often, well thought out and detailed career development plans were not supported by evidence from the personal skills audit. There needs to be some evidence of career progression and the plan should include long term goals for the next five to ten years. To achieve a mark in 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.

Candidates 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 discussed what their chosen job was but often did not systematically explain how they would achieve this, referring to dates and costs. 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 requires 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, or progress reports from school/college. 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 in the specification, but to use these as guidance in answering the questions posed in the tasks.

Marking

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 a candidate's 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 to justify the mark band and mark awarded assist the moderation process.

Moderators find annotation on candidate work extremely helpful. 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 appears next to 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.

Administration

The deadline for submission of portfolios for moderation was met. OPTEMs were correctly completed. Please note that centres are required to sign the OPTEMS.

Assessors should ensure 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 the moderator to that effect would assist the process.

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

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

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

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

General Comments
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 contained in the specification entitled 'what you need to learn'.

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Candidates must 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 are 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 this paper.

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

Question 1a)
There were four marks available for this question and on average candidates scored three out of the four marks. It is an AO1 question and candidates who had studied the stages involved in the sales process as outlined in the specification scored well on this question. A response that scored full marks can be seen below;

Outlining features and benefits: 'This is picking the unique selling points of the object that will attract the customer to want it, the benefits of the product would then be explained.'

Overcoming objectives: 'This is when the customer is not sure about the product and therefore asks questions, e.g. 'the hotel isn't on the beach.' It is then the consultants role to overcome and try and change the persons mind or change the product to be more suitable.'

Question 1b)
This is an AO2 question so application as well as knowledge is being tested. All too often candidates came 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:

Business Person
'Good communication skills. Shabina should speak clearly to the business man and listen effectively because he already knows what he wants, it is just the case of booking it, so to avoid making mistakes Shabina should have good communication skills.'

Retired couple
'Good Product knowledge. As the couple do not know what they want Shabina should offer them various deals for various places, she can sell a holiday effectively if she explains the benefits of the holiday.'

Question 1c((i) and (ii)
The vast majority of candidates scored the two marks available here. Slightly more identified the after sales service rather than closing the sale.

Question 2a)
Again the vast majority of candidates scored well here. However, you are advised to remind candidates to read the question fully as too many lost a mark by repeating the example in the question stem – socio-economic groups.

Question 2b)
This question tended to divide candidates. A common mistake was to write about segmentation in general or by age rather than socio-economic segmentation. Another common error was for candidates to write about the products organisations could develop for different socio-economic groups rather than answering the question on developing promotional campaigns and materials. For example, 'they know they will be able to afford their holiday so need to make a product to appeal and attract them.'

One response that scored maximum marks is given below:

'Socio-economic groups split the population depending on job and income. Organisations can promote their products to specific socio-economic groups so they attract the sort of customer they want. Organisations looking to attract high spending visitors will aim at socio-economic group AB as they generally have more disposable income and so they would aim promotional material at this group. It is useful to do this as it is a waste of a promotion if it is aimed at the wrong type of person. For example a promotion for a luxury cruise would not be aimed at those in socio-economic group E as very few would be able to use it.'

Question 3a)
This was generally a well answered question. The main problem was many candidates not achieving maximum marks because they did not refer specifically to the objective of carrying 100,000 passengers on the new flights from Manchester. The response below for example, would have picked up 2 out of the 3 available marks.
'By promoting it with TV adverts would increase the amount of passengers as millions of people watch TV and so lots of people will see the advert and want to travel with them.'

A response that consistently referred to the objective (this is another AO2 question) and therefore collected maximum marks can be seen below;

'Run advertising campaigns in local media around the greater Manchester area either on regional TV or regional commercial radio. This will cause awareness in the local area about the flights.

Displays in Manchester Airport. A display could be set up in Manchester Airport promoting the company's new routes and the quality. The display could contain leaflets and flyers to take away with the info on. This display will be seen by all who come in and out of the airport who probably fly a lot anyway.'

Question 3b) (i) and (ii)
These questions were not answered well. The question asked candidates to explain how some or all of the airlines' **current** products, prices, places and promotions could work together to meet two objectives.

- Increase repeat business by 10%
- Sell 5000 seats to a tour operator specialising in wedding and honeymoon packages.

The emphasis of the question was **current.** Many candidates changed the 4Ps from their current status and therefore failed to answer the question. When this occurred candidates were not awarded any marks. A typical example of this can be seen below;

'Place- Getaway Airlines could increase the number of destinations it offers and also a link to a destination ie fly with getaway Airlines get 2 nights free.

Product – Getaway Airlines could operate from more airports around the country. This would bring more customers to the airline and also increase the chance of repeat business. Getaway Airlines could do offers with local businesses ie travel on so many flights and next flight free.'

Candidates who did read the question properly and thought about their answers scored very well. One response that gained maximum marks can be seen below;

'The place and product could work together to achieve this objective because the company is expanding the number of airports it is flying from which will appeal to tour operators who want to sell more seats. The product is of high quality offering champagne to customers on flights. This may help sell 6000 seats to a tour operator specialising in wedding and honeymoon packages because the quality service will appeal to people on their honeymoon expecting luxury and with more departure points flights will be more accessible which will give the tour operators scope for selling wedding and honeymoon packages.'

In this response the candidate has gone into detail on two of the Ps and gained maximum marks.

Question 3c)
The command word for this question was 'assess' and therefore the candidate should weigh up the positives and negatives of each market research method. Many candidates were able to do just this and therefore received maximum marks. However, too many candidates just looked at either the positive or negative aspects and therefore limited themselves to two out of the three available marks.

One response that scored maximum marks can be seen below:

'The method of market research would be effective as it is primary as it is research conducted by the company themselves. This would outline what is going well and what areas need improvement. However a customer may not wish to carry out such a task as it may be very time consuming dependant on the questions within it and therefore be ineffective in feedback as they may not receive too many back.'

'Analysing sales figures would prove effective for getaway airlines as they could link certain promotions with certain sales and draw up conclusions on how effective/popular a certain promotion was in terms of the percentage of people purchasing. However it may be ineffective as although sales figures may outline statistical information it may be generic and not specific to what it is they are researching and deemed unreliable.'

Question 4a) (i)(ii)(iii)
This is a question that comes up every series. However, there were a sizeable number of poor answers where candidates had obviously not learnt the different promotional techniques as outlined in the specification. These attainable marks as the questions only test knowledge and understanding.

Candidates who did score the full 6 marks gave answers such as this;

Sales Promotions
'Is where a product is being sold but as a special offer for a set period of time e.g. book before January and one adult goes free.'

Many candidates tended to confuse sales promotion with promotion generally.

Public Relations
'Where an organisation tries to build a positive relationship with the community, may be a press release about a good story. Tends to be free.'

Direct Marketing
'When a travel and tourism organisation sends out promotional material to customers address directly often from a database. Can be by post or email.'

Many candidates confused direct marketing with market segmentation.

Question 4b)
Candidates tended to score well on this question. They could either develop the leaflet as it would go out or provide a design spec. Teachers are advised to remind candidates about the type of information that should be included in any promotional material so that they do not lose marks unnecessarily.

Question 4c)
This was a new question and one on which most candidates did score reasonably well. One common mistake made by a few was to evaluate the advert itself (font size, colour etc) rather than to evaluate the use of the advert in a national newspaper to communicate with National Trust members.

One response that scored maximum marks can be seen below. This response evaluated the effectiveness of this advert for current members and suggested other ways in which current members could have been contacted. They then looked at the advantages of the actual advert presented.

'It is good because it has been published in a national newspaper to reach more of the audience. It is bold so will attract you to read it and it also lists all the things members have helped with. It is also good because there is a web address and a phone number as people can ring up if they want to join or more information. However the National Trust could have sent it to all its members through the post or email, by them doing this it is a way of attracting new people especially by providing contact details. It would have been cheaper to use direct marketing like emails if they want to contact only current members.'

Question 5a)
Most candidates again scored at least level 2 marks for this question. More detail led to more marks being awarded. Some candidates justified their plans in this question which was unfortunate as this was what they were asked to do in the next question and meant repetition occurred. This is illustrates why it is so important to look at the command word given for each question.

One response that scored 7 marks;

'Use direct mailing to tell 1000 existing customers about the new Maupassant Hotel in York at a cost of £500. This will be used to tell them of the new location first. This will be done a week before the Newspaper advertisement will be done. One advert will be placed in a regional paper and national Sunday paper at a total cost of £4000. In this advert they will be promoting that 70 rooms per week for the first two weeks will be sold at 25% off therefore only costing £150 costing the Maupassant Hotel group £7000. The remaining £8500 will be spent promoting the new hotel to new customers and other travel and tourism operators with £500 being spent at a local holiday exhibition in the UK and £8000 at the World Travel Market. This will be done in the hope of getting into publications and having the chance to promote in a travel organisations brochure.'

Question 5b)
This question asked candidates to justify their promotional plans. Those who had put thought into the plan (and possibly read the whole of question 5 before starting any of it) tended to do well. The candidate who provided the response outlined in this report for Q5a) scored six marks on this question;

'My promotional plan will be effective as it covers all areas of promotion creating repeat business for the group and attracting both inbound and domestic tourists to the area. With only 70 rooms per week for two weeks bookings are likely to come in to the Maupassant Hotel in York very quickly. Also by advertising in a national paper as well as a regional one a wider audience of AB group couples will be targeted. Also by having a display at a local holiday exhibition and the World Travel market gets them into publications for both domestic and inbound tourists.'

This response made clever reference to various types of tourist.

Question 6)
This question appears in every series but still the same problems occur. 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. Candidates who do this limit themselves to 2 marks. The question asks for description and assessment of one promotional campaign they have studied.

This should give candidates time to study and research on their own with just some guidance from their teacher. 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 assessment, candidates should think about how they are going to assess. 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?

Unit 11: Special Interest Holidays (6997)

This was the fifth series for the moderation of this internally assessed unit. This report will comment on the marking from this series, and continuing centre performance. 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.

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** 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, what accounts for their geographical distribution and why their key features make the destinations special interest holidays. There can be some annotation on the maps accompanied by further descriptive writing to support the research and evidence for the features and geographical distribution of the destinations of the types of 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. For example, a mountainous snow covered area is an essential topographical feature for a skiing holiday because………

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, and 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.
This task was generally done well this series 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 awarded marks in mark band two.

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. To be awarded higher marks 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 mark 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 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. It is the features, tourist types and popularity which should be compared. Generally, the comparative skills demonstrated by candidates this series showed an improvement which was also evident in the work seen in the summer 2008 moderation 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. It is recommended that candidates use these factors, and keep their assessment firmly focussed on these factors. There is no need to introduce other factors which can sometimes be irrelevant and do not aid the candidates in their assessment.

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 it was clear that some candidates had not used the factors as outlined in the specification on Page 130. This made it hard for them 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 in which marks could be awarded.

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, task d) requires an assessment therefore if work is descriptive 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 most appropriate. 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.

Administration

Most centres met the deadline for submission of portfolios for moderation. OPTEMS were generally completed correctly. Samples submitted were correct. Centres submitted asterisked samples. Where candidates were withdrawn alternative samples were sent. Where the work achieving the highest and lowest marks within the centre 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.

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, specifically where explanation, analysis and evaluation are evident. 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, 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.

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 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 portfolios.

This unit allows the opportunity for oral communication to present work. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. 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 or documentation 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.

Unit 12: Travel Organisations (6998)

There were no entries for this unit in January 2009.

GCE Travel & Tourism Grade Boundaries – January 2009

Unit 1: The Travel and Tourism Industry (6987)

Grade	A	B	C	D	E
Raw boundary mark	56	48	40	33	26
UMS 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
UMS 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
UMS 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
UMS mark	80	70	60	50	40

Unit 5: Travelling Safely (6991)

Grade	A	B	C	D	E
Raw boundary mark	63	55	47	39	32
UMS 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
UMS mark	80	70	60	50	40

Unit 7: Responsible Tourism (6993)

Grade	A	B	C	D	E
Raw boundary mark	63	56	49	42	35
UMS 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
UMS 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
UMS 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	63	55	47	40	33
UMS 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
UMS mark	80	70	60	50	40

Unit 12: Travel Organistions (6998 01) – no entries in 0901

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