

Principal Moderator Feedback

Summer 2012

PL Travel & Tourism (Level 3)
Paper 01

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Unit 1: Travel and Tourism Destinations and Cultures

Material submitted for this exam series had good levels of understanding and application of the assessment criteria. There was evidence of good centre practice in terms of accompanying paperwork and supporting documentation for internal verification. Candidate portfolios were in the main well presented and the strongest submissions had the Learning Outcomes clearly visible throughout. Some candidates need further guidance on presenting bibliographies and organising their work so that page numbers can be referenced in terms of assessment and demonstrate where the evidence is being presented for each Learning Outcome.

Initially candidates should be encouraged to make more mention of the appeal of destinations for different travellers when conducting their research as this presents further opportunities of analysis for example between a destination suitable for a business traveller compared with one more suited to a family.

Case studies where used were generally appropriate and gave further opportunities for accessing the section on impacts but further use of applied learning could be more evident such as in accessing tour operator products and the relevant charities which are involved in generating information on positive and negative impacts.

There is some evidence that the essence of the unit is coming together more holistically. Destinations (the geographical aspects and themes) and Cultures (the sustainability and impacts themes) are much more linked together. Better choices are being made of the destinations so that the same ones can be linked throughout and incorporated into the study of the impacts.

The range of LOs seemed accessible to all candidates but those requiring the higher order skills (LO4 and 5) definitely provided the stretch and challenge which some candidates found difficult.

Candidates still need guidance on what to produce and the standard necessary to achieve marks in the top bands (mark band 3). It is unlikely that a candidate will be able to meet the highest mark bands without sufficient depth and detail. Within the GLH candidates should be given ample opportunity to competently access each LO and produce material which equates to the descriptors for mark band 3.

LO1 Better emphasis was placed on the tourism generating and receiving countries and why people travel. Some candidates' work had useful charts and figures to support their research and illustrate the context of the global nature of travel and tourism. To achieve mark band 3 detailed

investigations need to be presented which generates a real sense of enquiry about the nature of the industry and development.

LO2 There was a marked improvement in the detail about the key features and appeal of destinations but further analysis was necessary to get into the highest mark band. The choice of destination (urban, rural and coastal) requires 'follow through' of these places to link to the other LOs. In future candidates might need more guidance before they make decisions on the choice of destination to investigate. Some candidates produced a comprehensive account of one destination but their comparative example lacked consistent detail. Candidates tend to make selections of random material to 'pad out' the work but this does not constitute relevant evidence for high mark band 2 (or 3).

At a basic (pass level) there is some over-reliance on the internet on the key features of destinations. There is some analysis of the appeal but work is limited to simple statements or comments on business travellers or families. At a higher level (Mark band 3) there is a need to analyse the key features of destinations and appeal linking to this developing destinations so that there is scope to lead into further investigation on the same destinations in LO3. The appeal is linked to the customer types in the indicative content and needs to be thoroughly examined and supported with evidence.

LO3 The focus on social and cultural features was more specific and some candidates presented a power point presentation with accompanying notes. Once again this LO tended to be covered as a task in its own right almost as a 'stand-alone' which can work well from an assessment aspect but less well in terms of providing a cohesive 'feel' for the unit. Linking the choices of destinations and their appeal from AO2 to AO3 would provide greater depth and opportunities for investigation.

At a basic (pass level) features tend to be general and not specifically social and cultural in their context and the impact of travellers is presented but not fully understood and limited to simple statements. At a higher level (Mark band 3) there are appropriate choices of destinations – possibly with a contrast provided. There is specific emphasis on social and cultural features and there is a real attempt to provide an explanation.

LO4 The success of this LO builds upon the previous tasks and candidates would do well if, from the outset, their choice of destinations provides ample opportunity to meet all the indicative content - including the costs and benefits. At a basic (pass level) costs given do not properly reflect the issues at stake at the destination. Brief accounts are given but they lack developed argument. At a higher level (Mark band 3) costs and benefits are more specific to the destination and relevant to the nature of the LO.

An effective argument is provided together with recent and relevant supporting documentation/referencing where figures are quoted.

LO5 – In this last section the three Assessment Criteria equate to a high proportion of the overall total. It is therefore important that marks should not be awarded where material is embedded within one general report and it is difficult to distinguish one assessment criterion from another. (This was often one of the main reasons why marking was deemed to be over-generous because credit was given here and there for the odd sentence which only made scant reference to the subject matter).

Some learners need further guidance on structuring their work in LO5 as the viewpoints, recommendations and justifications tend to be grouped as a whole in which it is difficult to extract the sub-sections of the LO – 5.1, 5.2, 5.3. Further development could be done here given that these totals constitute a high proportion of the marks across the whole unit.

Candidates still need further guidance on what to produce for this section. They must be able to supply viewpoints, propose recommendations and justify their recommendations in three clearly distinct lines of enquiry. The study of a destination in a developing country probably has more scope for this level of analysis.

Candidates need to have developed a sympathetic understanding of the issues of cultures and destinations as a result of their learning and investigation. They are required to demonstrate at a mature level an appreciation of the impacts and how the social and cultural features are affected in different ways.

Unit 2: Customer Interaction in Travel and Tourism

The theory relating to this unit was noticeably well covered as part of the candidates learning programmes and it was recognised that much of this knowledge and theory was applied to actual practice and situations from the sector. There was evidence in many of the candidates' work that a range of appropriate sectors have been signposted and used to further their knowledge and understanding. Similarly many candidates demonstrated good use of sourcing and referencing of data. It was also noticeable that many of the candidates had obviously undertaken additional research and used this to inform their writing. It was also good to see that this year some candidates had submitted evidence in video format and this enabled them to bring a new dimension to their evidence.

Tasks set to provide evidence were suitable and appropriate and enabled the candidates to demonstrate evidence at all mark- band levels. The evidence was provided in a range of formats including videoed responses to questions which also enabled candidates to fulfil the assessment requirements

Centres which submitted work marked accurately showed excellent examples of both learner feedback and internal assessment feedback. In some cases candidates did not produce evidence for specific Learning Outcomes and this limited their final mark however this was fully recognised by the assessor. Marking from the centres was accurate and the feedback given to candidates was both accurate and enabled development if it were taken on to later assessments. From one centre there were also really good examples of challenges and supportive /developmental feedback from the assessor. This unit appears to have been assessed far more accurately than in previous series.

The assignment brief was relevant and appropriate even though with one centre it did slightly differ in terms of language and activity from the brief set out in the Edexcel guidance. This did not detract from the evidence provided.

It should be noted that the controlled assessment guidance for the unit assignment is four hours. The guidance recommends that the Guided Learning Hours are used to help candidates practise and develop their customer service skills in a range of different real or simulated travel and tourism work settings and situations.

In this series it was noticeable that the scenarios provided enabled the candidates to fully demonstrate their skills and knowledge. Candidates' had the ability to fully review performance and provide a valid justification to the solutions presented to improve the customer's experience. However this element of the criteria was generally poorly covered in terms of evidence provided.

The guidance stresses the need for effective employer engagement and tutors are advised to approach employers early in the planning stage. However there was real evidence in this series that employers had been fully engaged in all aspects of the units design, delivery and assessment.

Accuracy of marking

It was noted in this unit that marking was accurate and appropriate. Marking criteria appeared to have been applied consistently and it was noticeable that few of the candidates achieved marks in mark band three and this accurately reflected the level of the work presented.

LO1: Know what customer service is

The centres and the candidates were able to provide accurate evidence on what constitutes customer needs, communication methods and styles and personal presentation although the personal presentation section was not covered well by some candidates. The centres had also made use of relevant applied examples to add validity to the candidates learning experience

Evidence showed that learners were able to understand that people undertake travel and tourism activities to meet a range of needs and motivations.

LO2: Understand the impact of customer service on travel and tourism businesses

The candidates provided a range of responses to the impact of customer service on travel and tourism businesses and real applied examples were cited. However this section was not fully covered by a number of candidates and the marks reflected this especially in the area of the impact of service on success and profitability.

In order to meet the requirements of the higher mark bands candidates responses should be more structured and include, repeat business, average spend per customer, customer loyalty, brand loyalty, as well as losing customers and poor reputation(external). In addition job satisfaction, teamwork, social contact, low staff turnover, blame culture, low morale, job satisfaction and high staff turnover (internal) should also be covered as part of the learning programme and then referred to in the controlled assessment materials.

LO3: Understand the impact of key legislation on customer service delivery

Candidates were able to provide evidence of all the relevant legislation however responses became too theoretical without any application to the travel and tourism industry. Learners need to refer to the cost of noncompliance including refunds fines, prosecution and imprisonment.

This Learning Outcome was, in this series, covered by most candidates but generally at a low level few candidates got into the higher mark band area. Whilst many candidates identified the legislation few really explained fully the impacts of the legislation on customer service delivery.

LO5: Be able to review performance

In general candidates did review and evaluate service performance and some really provide evidence of a deeper understanding and this did enable some of them to achieve marks in the higher mark bands

Candidates did provide evidence for this learning outcome however in the majority it did not allow most learners to move up the mark bands. It is important that learners are aware of the range of tools used to monitor customer service levels / standards and how to evaluate customer service satisfaction information to enable them to identify improvements to customer service performance. However this year one centre did provide some useful documentation for the candidates to help them improve the accessing and presentation of their evidence. In some cases it was apparent that candidates found LO5 difficult to access and may need more guidance from the tutor/assessor.

Candidates' evidence from this Learning Outcome should also be able to demonstrate an evaluation of the learning gained from the observation of their own customer service performance and the ways they have improved their own standards as a result of that observation. In the main the evaluation evidence followed the guidance set out in the support materials and whilst this does, in some cases, provide good evidence it needs to be enhanced to enable the candidates to fully achieve the marks in the higher mark band.

Unit 3: Employability in Travel and Tourism

General Comments

It is important that centres develop an approach to teaching, learning and assessment that supports the applied learning requirement of the diploma.

The delivery of this unit would benefit from the collaboration of working with a team of employers. This could be to inform candidates of the types of employment opportunities that are in existence in their organisations and to give candidates an idea of the roles that are currently being recruited for in the travel and tourism sectors. This unit allows learners to develop skills as a reflective learner.

The suggested number of guided learning hours (GLH) required to complete the controlled assessment is six and it is expected that the work submitted should bear some relationship to this time period. Tutors should focus on learning to develop candidate's knowledge, skills and understanding and preparing candidates for the final summative assessment. Candidates should be guided to avoid producing large amounts of generic and theoretical evidence but to focus the time available for controlled assessment on application of underpinning knowledge to the travel and tourism sector.

This unit is linked to Unit 2 Customer Interaction in Travel and Tourism which looks at the skills and behaviours and personal presentation standards appropriate for work in the travel and tourism sector. It also links to Unit 8 Political and Economic Influences in Travel and Tourism which gives learners additional opportunities to investigate organisations and increase the breadth and depth of their understanding. There are also links to Unit 9 Effective Teamwork in Travel and Tourism. Learners will use the knowledge, understanding and skills gained in this and all Level 3 units to be able to perform in a travel and tourism environment.

This unit allows candidates to show the employability skills required by travel and tourism employers, particularly communication and team working skills and how these skills help to contribute to the success of organisations in a highly competitive business environment.

The applied purpose of this unit is for candidates to be able to plan for progression into a career in the travel and tourism sector.

This series showed candidates using the application of the award with appropriate examples taken from the travel and tourism sector. It was good to see the up to date examples used which showed an understanding of the changing dynamic nature of the fast moving changes in the sector.

Accuracy of Marking

LO1: Understand roles and responsibilities of industries and organisations - relationships size and structure

The evidence presented showed that candidates understood the changing nature of the industries within the travel and tourism sector. The types of business were evidenced however there needs to be more emphasis on how the size and structure of a business influence progression and career opportunities particularly within a fast changing worldwide economy affected by political and economy changes.

The main trade and professional bodies were presented with an understanding of the relationships within the sector. There should be more emphasis on the applied nature of the qualification in terms of how their functions and services provide support services, professional development opportunities research findings and reports, membership benefits, international opportunities, educational programmes, familiarisation visits, conferences seminars and political lobbying.

LO2: Understand career opportunities, recruitment methods and progression – recruitment and induction

The evidence presented by candidates showed an understanding of career opportunities in different industries. It was evident that candidates accurately reflected these opportunities which showed sound research. It is suggested that at least two different industries should be researched by learners to establish the nature of employment , job roles , duties and responsibilities , progression opportunities to supervisory and management positions. Skills required by employers were presented well showing an understanding of information sources, customer service, communication, ICT, teamwork, languages first aid problem solving project planning listening, numeracy, literacy, interpersonal skills, organisational skills, time management .leadership, emotional intelligence and transferable skills.

Candidates presented personal attributes and qualities required by employers well demonstrating an understanding of flexibility , reliability , hard work , punctuality , friendliness , honesty, motivational factors within an organisation, commitment , professional attitude , professional appearance , being a team player ,a leader , using initiative , being a creative thinker , and a knowledge of the socio – cultural awareness needed to work in a global industry. An understanding of the induction process was understood in relation to performance management, appraisals and target setting.

LO3: Understand the rights and responsibilities of employees and employers

The evidence presented by candidates showed an understanding of statutory rights and responsibilities of employees and employers. This section was well researched in relation to the appropriate legislation. Evidence showed a sound working knowledge. Candidates clearly found this learning objective accessible.

LO4: Be able to create a personal progression and career plan for employment – skills and setting goals

The evidence presented by candidates showed an understanding of how to self-appraise using reflection, identifying opportunities and achievements, reviewing own preferences, using information from others, inviting feedback and dealing positively with praise, setbacks and criticism. Evidence showed an understanding of how to evaluate learning and experiences that could inform future learning and progression. Personal progression and career plans demonstrated the use of SMART goals and success criteria for development and work. The importance of the review of goals set was evidenced in terms of realistic time scales.

Assessment was found to be consistent and a marked improvement in terms of previous series.

Candidates had attempted all four of the learning outcomes. Evidence was best suited to marks in the mid to higher mark bands.

Unit 4: Environment and Sustainability

It was pleasing to see candidates referring to a range of examples of local and national case studies in connection with this unit. Most candidates referenced their work well and presented bibliographies. Assignment briefs and other documentation with candidate work demonstrated the different tasks and scenarios set by centres which developed their own model of assessment. This material was useful and showed that candidates generally had been well prepared for completing the Learning Objectives.

As with other units it is important for the appropriate Learning Outcome to be annotated on candidate work with a comment to show how – and where- the assessment decision is being made. The corresponding mark band also needs to be noted.

Some candidates made effective use of questionnaires for the research aspect of this unit, however where questionnaires are used (as in the majority of case) it is not necessary to include all the completed copies within the main body of the portfolio – one completed example would suffice and this could be filed in an appendix.

More work on preparing the research aspect would give better results.

Centres varied in the interpretation of the marking criteria. The inclination was to be a little generous and it is important to correctly apply the command word in each of the mark bands when making assessment decisions. In other words mark band 3 should only be awarded where the work presented clearly matches the appropriate descriptor.

There was good feedback given to candidates but this was not always constructive in terms of showing where improvements could be made.

Centres still need to develop this unit and the outcomes that are required. The majority of marks are distributed within LOs 5 and 6 and these require skills of analysis and of being able to present proposals which hinge on the outcomes of effective research.

LO 1: Explain how travel and tourism impacts on the environment. At a basic (pass level) the impact of travel and tourism on the environment was simplistic and brief. Candidates presented material which was general and not necessarily travel and tourism specific.

At a higher level (Mark band 3) there was an excellent start to the unit in terms of understanding the issues and explaining the impact of travel and tourism on the environment. A range of examples supported the work.

LO2: Explain impacts of climate change on destinations. At a basic (pass level) potential impacts on destinations were somewhat spontaneous and not thought through with a measured response. Destinations were limited to the obvious 'hot spots' whereas it would have been nice to see a contrast such as Antarctica.

At a higher level (Mark band 3) there were good references and up to date research conducted. The issue of climate change was fully appreciated and developed in a measured response

LO3: Evaluate the conflicting needs of different stakeholders with respect to travel and tourism. At a basic (pass level) relevant stakeholders were not properly identified. There was some over-reliance from public and private sector websites for stakeholder involvement. Information was not appropriately applied.

At a higher level (Mark band 3) a range of Stakeholders had been investigated. Research was relevant and the issue of conflict well presented and understood.

LO4: Explain measures taken to ensure a sustainable environment. At a basic (pass level) there was a basic understanding of the term 'sustainable environment'. There was also some difficulty in appreciating this can be achieved from the travel and tourism industry.

At a higher level (Mark band 3) candidates clearly understood the concept of a sustainable environment and applied their understanding from a travel and tourism context in a thorough manner.

LO5: Planning and carrying out research. At a basic level the research aspect of the assessment was not central to the unit. This was insufficient rigour with planning and the issues were not thought through. Questionnaires were rather limited and basic and the audience was not representative of the context set.

At a higher level (mark band 3) research was carefully planned with the outcomes already in mind. Questionnaires were designed to be thought-provoking and draw out responses on the subject matter. The selected audience was appropriate and the sample size entirely adequate. There was good evidence of candidate involvement and ownership from the outset.

LO6: Developing and justifying proposals using a persuasive argument. At a basic level recommendations and persuasive arguments were presented as one section making it difficult to distinguish between marks given for 6.1 and 6.2. Questionnaires were included to pad out the portfolio. There was no real thread linking the research to the outcomes and the proposals were basic and brief.

At a higher level (Mark band 3) data had been well analysed and presented. There was a logical approach towards arriving at the proposals and these were relevant and in keeping with the context of the unit. The proposals lead to comprehensive recommendations and there were persuasive argument(s) which justified the proposals. Supplementary evidence supported the LO (e.g. sample questionnaire).

For future submissions it might be appropriate for centres to spend some time on the evaluative aspect of this unit and the outcomes that are required. The majority of marks are distributed within LOs 5 and 6 and these require skills of analysis and of being able to present proposals which hinge on the outcomes of effective research. If possible candidates should be encouraged to keep the same themes running throughout the project in order to give it a more cohesive structure and embody the essence of the unit.

Unit 5: Promotion, Image and Perception in Travel and Tourism

It was clear that candidates were provided with a range of applied examples and theories and were being prepared adequately for the assessment. The unit appears to have been well delivered by all centres with relevant applied examples and case studies being used and the linking of theory to practice in the sector. There was also evidence that candidates had been given time to develop their understanding through additional research and investigation

Candidates had clearly gathered enough information with which to complete their controlled assessment and there was recognisable evidence that the key theories appertaining to the topic were introduced and applied. The delivery was up to date and relevant a good use of practical case studies was evident from all centres.

The delivery guidance sets out a wide range of potential promotional material that can be accessed and used and it also points out that learners should take notice of promotional material they come across every day. Using the full width of examples from across the sector can only enhance the learners understanding and application.

The suggested number of guided learning hours for the assignment is ten and it was noted that in this series the candidates had avoided presenting just a large amount of cut and pasted material. The controlled assessments provided evidence that enabled the assessor and moderators (internal and external) to mark accordingly. The focus for centres' delivery appeared to be on a learning programme that develops the knowledge skills and understanding that then enabled the candidate to successfully complete the controlled assessment in the allotted time.

All four tasks set out in the tutor support materials and their related learning outcomes were in the tasks and centres appeared to be following the guidance. The programmes of learning appeared to be well delivered and if completed by the candidate, fully met all the required criteria. The work submitted also clearly showed that underpinning knowledge and that the tasks had been completed within the recommended timeframes.

The promotional campaigns used by centres were relevant and appropriate to the tasks and provided the candidate with enough background material to complete the task. Some candidates also produced higher order evaluations as set out in the criteria. Although it is important that candidates get the full opportunity to develop and present all aspects of a promotional campaign from ideas to pricing and evaluation.

The presentations from the candidates indicated that real and relevant, applied examples and case studies had been used and the candidates were given appropriate organisations to work with to complete the promotional campaign planning task. There was also evidence of people from the sector being used to support learning and understanding

The promotional campaigns were much improved with some good examples of appropriate relevant campaigns being planned priced and

presented. However, as with previous series, the pricing element was the weakest of the Learning Outcomes to be covered. It should also be noted that the task for Learning Outcome 4 may need to be delivered in such a way that the various elements (ideas, plan, and pricing) are all fully covered otherwise the candidates will not be able to achieve at the higher end of the mark band.

The identified tasks and campaigns from all centres were relevant and applied however guidance may need to be given when preparing candidates for their assessment as to what constitutes a plan that meets the requirements of the higher mark bands. Undertaking the development of a promotional plan within the learning sessions in preparation for the assessment may be a useful addition to the learning programme if this is not already the case.

As with the previous series for this unit centres must be congratulated on the effort and energies they have obviously put in to support their candidates. The submitted work based on the tasks set out was, in the main, appropriate and demonstrated a clear link to the sector thereby meeting the essential applied element of this qualification.

The information and knowledge to support the completion of the assessment tasks has been delivered well in both centers with candidates from one centre really demonstrating through their work that the unit had been well and comprehensively delivered.

Centers had annotated course work to the specific learning outcome with one centre providing excellent additional comments and verification feedback that really demonstrated the assessment process. There was evidence of internal verification at some centers and in one centre this was this comprehensively undertaken with excellent developmental feedback in evidence. It must be noted that centers need to ensure that candidates follow the guidelines set out in the assignment tasks otherwise they will not be able to fulfill the assessment criteria

Whilst Learning Outcome 4 has improved it still needs to be delivered in such a way that evidence for each of the separate learning outcomes is fully covered. Centers also need to realise that the higher mark bands are only achieved if the work is comprehensive and if the pricing element is fully covered

Assessment and administration

Paperwork and supporting documentation provided by the centres was generally good. The 'summary sheets', where used, were helpful and gave an indication where any internal moderation had taken place. Where noted internal moderation seemed to be both fair and consistent and internal moderator feedback to the assessor seemed appropriate valid and hopefully beneficial. There was in general good annotation on the candidates' scripts which enabled external moderators to see where assessment decisions were being made. The internal auditing and Quality Assurance appeared to be robust and the authentication of work clearly

demonstrated an adherence to the requirements set out in the guidance. Where observation records were included, they proved useful and supportive of the learners' assessment.

Accuracy of marking

The majority of the centres marking were accurate and consistent. Some candidates submitted good work but some of the marking was too generous. Especially in two of the Learning Outcomes where the maximum marks are given, however the evidence provided does not really fulfil the criteria as set out in the guidance. Centres must ensure that the candidates produce evidence that fulfils the criteria as set out in the guidance.

LO1: Understand influences on image creation in a travel and tourism context

Most candidates produced work that demonstrated good coverage of the factors that influence perception and the work produced met the task requirements. However the lack of a comprehensive analysis and reasoned arguments limited their abilities to achieve in the highest mark band

It was noted that whilst both positive and negative perceptions were covered additional detail could be include into how people acquire both positive and negative perceptions of destinations. A comparative study of two organisations had this year been used to support this area of the learning. There was also evidence of a range of learning methodologies being applied to the delivery of the programme.

Learners' evidence showed that the centres covered all sections set out in the marking grid (customers, employees, destinations, etc.) and this enabled them to meet the required criteria. However it has been noted that some candidates did provide rather general comments as to impacts which did not enable them to achieve marks in the higher mark bands. The applied and relevant nature of the materials and examples provided by the centre was appropriate and this did enable some candidates to progress up through the mark bands.

LO 2: Understand factors contributing to the planning of travel and tourism promotional campaigns

This Learning Outcome was covered fully by centres and the candidates produced evidence that demonstrated good theoretical and applied underpinning had been delivered. Lack of a 'thorough explanation' limited access to the higher mark band.

The candidates' evidence demonstrated that the theory underpinning this Learning Outcome was obviously comprehensively and well delivered in terms of the application and the depth and width of knowledge. The research methods used were explored and more applied examples of research could only help the candidates deepen their understanding. The marketing theories were explained using applied examples and in this series there was clear evidence that appropriate case studies from the sector had been accessed and used. One area which could still be developed is pricing strategies.

The delivery guidance notes that different organisations can be used to illustrate good examples of differentiated pricing strategies to attract different markets and the use of practical applied examples in the build-up to the assessment for this and the later planning Learning Outcome could enhance the candidates' knowledge and understanding. Both internal and external factors were addressed and the PEST element appears to be well delivered and understood by the candidates.

Applied case studies appear to have been used effectively to help the candidates better understand how the factors contribute to the planning of travel and tourism campaigns and this directly informed and helped them with their own planning.

LO 3: Understand travel and tourism promotional campaigns designed to influence image and perception

Relevant applied campaigns were analysed by all candidates and some primary work was undertaken by some to evaluate the effectiveness of these campaigns however this was not really comprehensive.

The campaigns were in general complex enough to give candidates enough material to evaluate and review. However care needs to be taken to ensure that candidates do not just report an overview of the content of the campaign as happened with some candidates. The Marking Grid clearly states that an analysis of the effectiveness of the campaign is needed and this was not fully covered by some candidates. Candidates often described in some detail the various elements of the campaigns but did not then go on to fully evaluate the effectiveness of those campaigns, the strategies, media and methods used and the appropriateness to the target audiences. The review should also include suggestions, with justification, of how the campaigns could be improved. The improvements were often general comments rather than specifics.

This series it was noted that centres had arranged visits to appropriate travel and tourism organisations and there was evidence from centres that these enhanced the candidates' ability to deepen their understanding of the topic.

The unit guidance identifies the need for two campaigns to be reviewed and compared. Although the campaigns used appeared to be practical and relevant, the work presented did not really compare them, nor did it evaluate the effectiveness of those campaigns.

LO 4: Be able to plan promotional campaigns for travel and tourism businesses.

Centres who used a relevant practical example to allow the candidates the opportunity to fulfil all the criteria enabled candidates to generate better marks and in the higher mark bands. However it must be noted that LO4.3 which has focus on pricing was, in general, not covered well.

This is the key learning outcome in terms of contributing to the higher order mark bands. It is designed to take the learning from the other three Learning Outcomes and then apply them to a plan developed by the candidate. It has been noted that centres appear, in some cases, to find it difficult to differentiate between the various Learning Outcomes (LO 4.1, LO 4.2 and LO 4.3). In some cases learners integrated all sections together which made it difficult for the assessors to award the higher level marks across the three outcomes. It may be helpful to give guidance so that the learners clearly differentiate between the various elements of the planning process. In that the ideas element is differentiated, but still informs, the planning element and the pricing element whilst integrated could form a separate section on its own.

Aims and objectives for the campaign were generally not well presented in terms of what the candidates expected from their campaigns. It may be helpful when undertaking evaluation of campaigns in the other Learning Outcomes that this element is investigated and explored. What are the aims and objectives for the campaigns researched? What are the target markets for those campaigns? What are the costs and benefits of those campaigns? What is the 'scale and reach' of those campaigns? This could then help inform the candidates when they are planning their own campaigns.

One area that some centres did not cover fully was the Ethical and Cultural implications. Candidates should be encouraged, within their presentations of the plan, to identify that the legal and ethical framework has been recognised and addressed. Does their plan comply with requirements of ethical and professional standards, sustainability and environmental issues and equality and diversity?

As previously identified, the pricing Learning Outcome was the least well-presented but this was recognised by all centres and marked accordingly. Whilst costs were assigned to parts of the plan there did not, in most candidates, appear to be a link to any pricing strategies, nor details of any benefits resulting from those costs. Whilst it recognised that the guidance asks for approximate costs it does also ask for an indication of how pricing is to be used to support the plan and this justification is important to access the upper grade bands. Undertaking a more comprehensive cost benefit analysis could also support and inform the monitoring and evaluating element set out in the guidance.

Unit 6: Technology in Travel and Tourism

Assessment tasks and accompanying paperwork from centres showed that candidates were generally well prepared for assessment and guided through the process with appropriate tasks in order for them to complete the unit.

There was good supporting evidence of sound internal verification systems and a structured approach to the task setting for the assessment of this unit from centres.

In general candidates demonstrated understanding of the Learning Outcomes and their work met the criteria. There were helpful comments and constructive feedback given to candidates from a number of centres as they made progress through the unit.

Clearly there was good access to information that enabled candidates to investigate technology in the travel and tourism sectors but as with previous series it was noticeable that research on travel agencies was better presented than that from a visitor attraction or passenger transport businesses.

LO1 The evidence presented by some candidates took an up to date approach with knowledge across the sectors of key technology used. It was evident that many had a working knowledge of ICT, GPS, GDS and view-data to enhance the customer experience and also that they understood how the industry uses social media and social networking technologies to integrate and communicate with travel and tourism customers.

Less effective was the ability of candidates to apply knowledge of software, booking systems and technology used in visitor attractions as well as good examples of modern interpretation techniques. Centres should encourage their candidates to visit tourist attractions where possible and research how technology can be effective in enhancing the visitor experience. This can then be followed up by secondary research from visitor attraction's web site and other digital media.

Some candidates appeared to struggle with presenting their information on the ways in which technology has been used in shaping the travel and tourism sector and their coverage was basic and somewhat brief. Included should be advances in technology, reservation systems, and communication methods and how technology is embedded in the sector – therefore demonstrating how it has 'shaped' the travel and tourism sector. At times work was marked in mark band 2 when in fact it was more appropriate for it to have been marked in mark band 1.

LO2 - Again candidates were able to provide relevant evidence of technology used in air, sea and land passenger transport. In most cases they had explored relevant sources of information and had referenced this appropriately. Benefits to customers were presented but on the brief and somewhat basic side. Centres are reminded not to award marks in the higher bands if the 'descriptor' is not being met.

In addition it is important to reiterate that the evaluation for 2.1 should clearly focus on the contribution to all passenger transport modes especially in terms of the scale and speed of the developments.

LO3 - Candidates seem to be able to grasp the impact of technology and new channels of distribution in travel and tourism in relation to products and services, customer experience and working practices. Once again there was generally good use of technology used in the varied illustrations and candidates understood social media as an online development in travel and tourism. It is important to remember that assessing the impact of technology on working practices is required. Whilst there was reference to changes in working practices for LO3.3 the assessment of actual changes observed and investigated could be assessed in greater detail especially for the new and emerging channels of distribution.

Generally candidates appeared to find this LO straightforward but work presented was again on the brief side. Material relating to the customer experience aspects (LO 3.2) and the working practices (LO 3.3) could have been a more developed assessment and in reality tended to be more typical of a 'basic analysis' i.e. mark band 1 maximum.

LO4 It is expected that candidate's work for 4.1 and 4.2 provides detail and evaluative comments to arrive at a valid analysis. Recommendations and justifications are thorough and their relevance is based on appropriate research arising from the previous Learning Outcomes. Once again the evidence presented was mainly at MB1 and MB2 levels. (To achieve MB3 candidates are required to provide valid responses). Where the work has been undertaken with a client/host organisation for LO4.2 it is valuable to include the method through which the proposal is to be communicated.

In this section the ability to justify and recommend need to have better structure and demonstrate a greater depth of understanding and clarity in order to achieve the higher mark band. The viewpoints, recommendations and justifications tend to be embedded as a whole and often difficult to extract the subsections of the learning outcomes and this was one of the more common reasons why marking was deemed to be over-generous. Centres should be mindful that some candidates need further guidance on structuring their work.

In terms of the paperwork and supporting documentation there was generally evidence of good practice. Summary sheets, tasks and written feedback were helpful and gave an indication of where internal moderation had already taken place. It would be helpful to have some form of commentary included to avoid the impression that the internal moderation is fully effective and valuable to the assessment process.

Greater clarity in terms of annotation on candidates' scripts would be helpful in order to provide further evidence of how the assessment decisions are being made in relation to each and every assessment criterion and accompanying mark band.

Centres are reminded that candidates should reference all their work clearly and provide an account of all the sources they have used. Witness Statements must support candidate work and not be used as an alternative to providing evidence.

Unit 9: Effective Teamwork in Travel and Tourism

The centre submitted a well organised sample of portfolios, with useful supporting centre documentation. In order to support the moderation process the centre will need to submit one set of mark record sheets and present the portfolio in the order of the learning outcomes. Optems were completed accurately. The centre is required to fully annotate the learner which should also be subject to internal verification processes.

Learners are advised to generate the evidence against the requirements of the learning objectives and the mark band descriptors. Centres should be mindful that some learners need further guidance on structuring their work. The viewpoints, recommendations and justifications tend to be embedded as a whole and often difficult to extract the subsections of the learning outcomes.

Careful consideration needs to be taken when assessing this unit as the 'higher order' learning objectives are difficult for most of the learners. The total marks for these mark bands constitute a high proportion of the marks for the unit.

The centre was accurate in the allocation of marks awarded in most learning outcomes. The evidence submitted was applied to situations in the travel and tourism industry however did not adequately allow learners to move up the mark bands.

Assessment of Learning Outcomes

LO1

1.1 The evidence presented took a theoretical approach using PEST analysis, market research, customer types, customer needs and how to communicate with target customers. This needs to be developed further to focus the learner's knowledge on how business ideas for travel and tourism products and services are developed to target customers.

1.2 Learner evidence focussed on how teams worked through a theoretical perspective using Belbin. Learners need to follow this through to demonstrate how teams operate in different businesses and what skills make a good team leader.

LO2

2.1 Learners were able to provide evidence of key theories of motivation and provided accurate explanations. However they did not fully apply these theories to show how they contribute to team objectives in the travel and tourism industry.

LO3

3.2 / 3.3 Learners were able to identify the planning process and showed how objectives were set with travel and tourism activities. An understanding of resources, how to reduce constraints and planning for contingencies was evident. Learners clearly found this learning objective accessible.

LO5

5.1 / 5.2 Learners produced evidence which showed a basic understanding of the review of performance. This learning outcome requires '**high order**' skills to demonstrate evidence of evaluation and 'tools' that can be used to evaluate individual contributions. This learning outcome requires high order skills and learners need guidance here.

Further guidance and support

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

Edexcel provide an 'Ask the Expert' service to provide timely responses to centre queries regarding the delivery and assessment of this qualification. The service can be accessed via Edexcel Online: www.edexcel.com/Aboutus/contact-us/ask-expert

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