

Moderators' Report/
Principal Moderator Feedback

January 2012

PL Travel & Tourism

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code DP030905

All the material in this publication is copyright

© Pearson Education Ltd 2012

TT301

Following on from the first exam series for this qualification (June 2011) the work submitted for January 2012 demonstrated a better level of understanding and application of the assessment criteria. Assessment tasks and feedback from assessors showed that candidates were being generally well prepared for assessment and guided through the process in task order.

Once again there was some indication of Applied Learning but it was still felt that more opportunities could be sought in the future – particularly with respect to the products offered by tour operators and the promotional material provided by tourist boards in terms of investigating the impacts on developing destinations and the appeal for different visitor types. In addition the work of UK foundations and charities should not be overlooked, as they can provide useful material, in respect to developing destinations and the issues emerging from the rapid growth of tourism and the resulting negative impacts.

It is important that centres embrace the essence of the unit and not treat Destinations (the geographical aspects and themes) and Cultures (the sustainability and impacts themes) as two separate elements thus creating two discrete units instead of one. Essentially this unit requires a holistic approach and the destinations which are selected for investigation should be appropriate for all the requirements of the assessment criteria.

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 depth and detail necessary to achieve marks in the top bands (mark band 3). 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. Candidates are still only obtaining marks in the bands one and two categories – in order to achieve mark band 3 further investigation needs to be presented which generates a real sense of enquiry about the nature of the industry and development.

LO2 Once again this LO tended to be marked in terms of the volume of material produced. Many candidates went into detail about the key features and appeal of destinations and whilst this is not incorrect, what was lacking was analysis. There was a lack of cohesion in terms of the choice of destination (urban, rural and coastal) with little 'follow through' of these places 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 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 generous because

credit was given here and there for the odd sentence which only made scant reference to the subject matter).

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.

Centres should be aware that there is further guidance and support for this unit available from Edexcel.

TT302

Due to insufficient entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT303

Due to insufficient entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT304

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT305

Due to insufficient entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT306

Due to insufficient entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT309

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

Grade Boundaries

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code DP030905 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

