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Examiners' Report January 2008

GCE

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

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Unit 1 The Travel and Tourism Industry 6987/01

This was the third January series paper and the fifth overall for this unit. As with previous papers, questions were set to assess candidates' learning of the content of the specification. Questions were devised to meet the requirements of the Assessment Objectives. These are given in full on page 155 of the specification and are summarised below together with the weightings to be applied for this unit.

Summary of AO weightings and typical requirements of questions

	Summary of AO	Weighting	Typical Requirements of Question
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
AO4	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, suggest. Explain, analyse, justify

As with previous papers, there were 90 marks available. Candidates were allowed to take calculators into this examination. It was clear that many candidates did not take advantage of this as they were showing their manual calculations on scripts. This may have limited their ability to make accurate calculations as well as the time available to address all other questions in the paper.

This report will comment on each question in the paper. It will comment on the general performance of the question and the key strengths and weaknesses in responses. In some cases, example answers will be given. Please note these are as written by candidates so may include spelling and grammatical errors.

Q1 (a)
This was generally well answered, and most candidates scored 4 or more marks. Business Tourism was better answered than in previous papers, as more candidates referred to “for their work/job”, rather than just giving examples of business tourism, such as “meetings and conferences.”

Leisure tourism was not as well answered. Many candidates repeated the term “Leisure” in their answer rather than describing it, but most gave appropriate examples so gained 1 mark.

Outgoing tourism was also answered well, most candidates referring to “leaving your own country to travel to another” and supporting this with an appropriate example. A small proportion of the candidates incorrectly defined outgoing as “holidays for people who like socialising and meeting new people.”

Q1 (b)
The answers given to this question were variable. Many candidates simply stated the purpose of each of the two trips, repeating their descriptions from Q1 (a), for example,
“The businessman will be working and attending meetings, and the leisure tourist will be relaxing, doing activities and enjoying themselves.” A response such as this would only be credited with 2 marks.

Better responses commented on who paid for the trips, the facilities and standard of the transport and accommodation used, but few explained the differences.
Example of a better response is:

“Business and leisure tourists will differ dramatically as both of their needs will be different. Business tourists will be visiting towns and cities, normally between Monday to Friday, and will not have to pay, as their expenses are paid for by the company, and they do not stay in the destination a long time usually. Leisure tourists will stay a longer period of time generally and they will not necessarily travel to towns or cities – they may choose other destinations such as seaside resorts. Leisure tourists will also be looking for things to do such as sightseeing and activities as they will not be working,”

Q1 (c)
This question was surprisingly poorly answered. Candidates were asked to describe three products/services appropriate to a 5 star hotel. There were two kinds of poor response:

- Those who stated an appropriate product eg “gym”, “spa”, conference room”, but then went on to <u>explain</u> why the hotel should have these, rather than describe them. Responses such as this would gain a maximum of 3 marks.
- Those who stated and described products/services that were not appropriate to a 5 star hotel, such as “Kids Club”, “Entertainment such as bingo and karaoke” or even simply “the hotel should have a restaurant and bar” and “they should change the beds regularly”. No marks were gained by responses of this sort.

Better answers identified clearly the products/services appropriate to the 5 star hotel, such as valet parking, casino, restaurant with celebrity chef, golf course, chauffeur service, concierge etc, and described them in detail, such as:

- "The Crown Hotel could provide a 5 star restaurant with top chefs from across the world, each with a Michelin star."
- "The Crown could have luxury sports and recreational facilities, like a golf course, tennis, fishing and a fully fitted gym"
- "The Crown could offer a spa, complete with sun beds, sauna Jacuzzi, and mud baths and staffed with trained beauticians."

Q1 (d)
This was a popular question with the candidates and was generally well answered, with most candidates scoring 3 or more marks.
The most popular uses of the internet identified by candidates was websites, some with detail in the description of what would be on the website, ie pictures, webcams, 360° views etc and online bookings, though many did not describe these further.

Other good ideas given were online surveys, communicating with customers by email, online check in, online brochures and links to other websites for maps/directions. Answers which concentrated on the benefits to the customer eg "special offers; booking from the comfort of their own home" were not credited. Answers which explained the benefits to the hotel eg need less reservations staff were also not credited.

An example of a good response is:
"The accommodation sector has made great use of the internet with things such as CRS – Computer Reservation Systems, which can be used by guests to check up on rooms available and make reservations. The customer could also print off a booking form. The hotel could also advertise late deals on the internet, and it could also save them money on producing brochures as they could have online brochures. They could have a webcam or 3D pictures of rooms to show people what the hotel is like. They could use it for online check in or check out services".

Q1 (e) (i)
This question was not well answered. The majority of candidates did not describe a specific **example** of an external pressure, just identified a pressure. For this they would gain only 1 mark. Poor responses then went on to say the impact of that pressure on the industry/customer, which is what they should do in Q1 (e) (ii).

Candidates who described 9/11 with some detail, the Kenyan civil unrest, or the Indian Ocean tsunami scored best here. These candidates also scored better on the next part of the question, as they had a real example to assess.

"One example of an external pressure is war and civil unrest. This is when there is a war within an area causing rioting, killing and fighting. The current war and civil unrest is taking place in Kenya. There is a disputed election causing riots and murders between tribes."

Q1 (e) (ii)
This was a question which also was not well answered. As many candidates had either given the answer already in Q1 (e) (i) or only name a pressure in general eg terrorist attacks; they found it difficult to answer the remainder of the question in any detail. Many answers concentrated on the effects on the customers, ie "afraid to fly" or had to cancel their holidays."
Better candidates had realised that they had been asked to assess the effects of the pressure on the travel and tourism industry. However, the majority of answers were related to loss of money/profit or jobs.

Parts of better responses are:

- "The civil unrest in Kenya will scare many tourists off going there, so even when it is over they will not go to Kenya for quite a while, so their tourism industry will suffer. This will also cause Kenyan Airlines to close, or reduce their flights causing loss of jobs and profit."
- "When hurricanes occur, they stop people flying to those destinations, so tour operators will lose money. If people cancel their holidays then the travel agent will also lose money as they will have no commission. The resort, shops, hotels and restaurants in Caribbean resorts such as Jamaica will also lose money as there aren't enough people visiting. "

Q1 (f) (i)
Very many candidates failed to read the question correctly. It asked for a percentage calculation. Most just gave the South East, as this had the highest number, not the highest percentage. A calculator was necessary to work out the correct answer which was Hampshire.

Q1 (f) (ii)
This question was misinterpreted by many candidates. They related their answer to the contribution of Crown Hotels to the employment level of Southampton, rather than how the low number of employees there would affect their staffing. Few looked beyond the 900 employees in hotels to other areas of the south or other sectors which could provide employees for the hotel.

An example of a good response:
"Only 9.7% of employees in Southampton work within hotels. This is only a small percentage, therefore there is likely to be little experience within the hotel sector in the area. There may not be many locals with expertise and knowledge of the accommodation sector, so finding a reliable workforce may prove an issue. On the other hand, lack of employment within the sector may mean that there aren't many accommodation providers in the area, so with few competitors, Crown Hotel should thrive."

Q1 (g) (i)
Correctly answered by a lot of candidates, although, some lost the mark for failing to indicate "Million".

Q1 (g) (ii)
This question was correctly answered by the majority of candidates.

Q1 (g) (iii)
Again, this was a question where a calculator was necessary, to divide the number of nights by the number of visits. Many answered with 4.1 million, which is the

number of nights in total, not the number of nights per visit. Others left out the question, indicating no calculator available.

Q1 (g) (iv)
This type of question has appeared on virtually every paper so far. However, candidates still describe the statistics rather than analyse them. Most of the responses achieved no higher than level 1 for this question, as they did not attempt to give reasons for the statistics. Better responses not only made comparisons between the domestic and overseas residents, but also attempted to analyse why they would visit more/spend more etc.

Some examples of responses with analysis suitable for level 2 marks:
"There are more trips taken by UK residents than overseas residents. This may be because it is more expensive for overseas visitors as the pound is strong, so they do not get as much for their money."

"The data shows that more UK residents take trips to Hampshire than overseas residents. This may be because Hampshire is not that well known a destination overseas, they usually visit bigger places in foreign countries."

"The data shows that more UK residents visited English destinations than overseas residents. Also more UK residents visited Hampshire and the South East, and spent more in all areas as well. This shows that overseas don't have as much to spend in the UK as they have to pay for flights to get here, whereas UK residents already live here, and they may only have to travel couple of hours in a car."

Q2 (a)
This was quite well answered by some candidates, who correctly described a specific product development in transport since the Second World War. Again, there was a tendency for candidates to explain or analyse when they had just been asked to describe.

Contrasting answers are given below. In the first one, the candidate correctly identifies the Airbus A380, but then goes on to <u>explain</u> what it does, whereas the second candidate <u>describes</u> the facilities of a luxury airliner such as the A380 so will score more marks.

"The Airbus A380 has increased the amount of passengers that can fly in one trip. It can fly further as it is fuel efficient and gets people to their destinations faster."

"Luxury airliners like the A380 have many things on board to make passengers comfortable, such as seatback TV, bar, massage parlour and beds."

Weaker responses referred to "planes" or "trains" or "the car" in general, with no description. As these transport methods were available before WW2 no marks would be gained for these responses.

Candidates who described developments such as Concorde, no frills airlines, superferries, Eurostar, Channel Tunnel, or Virgin or Pendolino trains usually scored well.

Q2 (b)
This question, linking expectations and fashions to transport developments was answered better than in previous series. Candidates seemed to be aware of customer "expectations" such as "cheap fares", "more luxury on long haul flights", "getting there safely and quickly", but "fashions" were limited to "environmentally friendly transport" or incorrectly, "fashionable resorts" (not transport linked).

Many answers were vague, and not linked to any particular development. Better responses linked the stated expectation to a specific development in the transport sector, for example:

"Customer expectations have led to the development of the transport sector as customer now expect comfort when they travel. An example of this is Virgin Airlines who have introduced lying down seats on their airlines to make them more comfortable. No frills airlines such as Easyjet have become more fashionable as people expect cheap fares, and people are not ashamed of travelling with the cheap budget airlines. Tourist expectations have also meant that they want to get there faster. An example of this is Eurostar which is now much faster to France, and has expanded its range of destinations in Europe. "

Q3 (a)
The chain of distribution has appeared on every paper so far. This was the first time that candidates had been asked to add arrows to join the relevant sectors together. Many lost easy marks by forgetting to do this. They had just completed the three boxes, usually correctly, failing to notice that the question was for 7 marks.

Those who did complete the arrows usually scored 6 marks of the 7 available.

Q3 (b)
This question was not well answered. Candidates were asked to describe an example of vertical integration in the travel industry. Candidates either:

- Described what vertical integration is - not an example (1 mark maximum)
- Incorrectly described the merger of the Big 4 into the Big 2, which is in fact horizontal integration
- "Made up" merged companies, such as Thomas Cook buying Easyjet
- Gave non-travel related integration, such as Virgin airlines own a mobile phone company, music stores and a cosmetic firm.

Those candidates who correctly identified Tui as a perfect example of a vertically integrated company scored maximum marks.

"One example of vertical integration is the company Tui/Thomson. This company has thomsonfly the airline, Thomson the travel agent and Thomson the tour operator all owned by Tui the whole company."

Q3 (c)
This question was very poorly answered. Some candidate who did not know what vertical integration was left this question out. Very few candidates scored marks in level 2. Most were thrown by the phrase; ”structure of the industry”. Answers concentrated on the tour operator/travel agent relationship rather than the whole industry, better answers referring to “cutting out the middle man”. Others focused on choice for customers or prices issues, without referring to the structure of the industry. Answers like these would score marks in level 1 only.

An example of a better response:
“The way that vertical integration has affected the structure of the industry is that as companies are merging together up and down the distribution chain, it means that some parts might disappear. If tour operators are taking over travel agents, then there might not be many travel agents left, so consumers would purchase direct from the tour operator. The customer could also choose to go direct to the charter airlines to book their own flights if they had their own accommodation abroad, so there would not need to be a travel agent.”

Q3 (d)
A question like this (or similar) has appeared on a previous paper. Many candidates are confused they the terms interdependence and interrelationship. However, most were able to describe the role of both the tour operator and the travel agent ie the dependency, and score at least half marks on this question. Further than this, they struggled to gain any marks for the way this relationship is changing due to changes in the structure of the industry, for example dynamic packaging, independent bookings, use of call centres, online bookings etc.

“The interrelationship between the travel agents and the tour operators in the structure of the industry is that the travel agents depend on the tour operators to create holidays for them to sell for commission. Without tour operators, travel agents wouldn’t exist. Tour operators also depend on travel agents to sell their holidays or they would not make any profits. However, tour operators do not depend on travel agents as much as travel agents depend on tour operators as tour operators could sell directly on the internet whereas if tour operators did not exists travel agents would have very little to sell.”

Unit 2 The Travel and Tourism Customer 6988/01

General Comments

This report comments on the marking from the January 20008 moderation series. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration. There are also some general comments and details of support materials available from Edexcel.

1. Assessment Evidence

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

The Tasks are:

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

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

The Travel and Tourism Organisations

Most candidates selected travel and tourism organisations to investigate. The most popular type of organisations is still visitor attractions, accommodation and airlines. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable. However centres should note that catering or leisure are not acceptable sectors; assessors should ensure that candidates select only those sectors shown on page 11 of the specifications.

Centres should note credit will not be given to portfolios presented where Travel and Tourism organisations have not been investigated.
Teachers are advised to confirm with candidates, their choice of organisation and sector to ensure they have selected one that is appropriate. Teachers may also want to liaise with the selected organisation to ensure they are able to provide access to relevant information, some of which may not be available for general public scrutiny.

Some centres are still focusing on one organisation; for example "Butlins", this does not constitute a sector.

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

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

Task a

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

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

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. Some candidates are still giving a theoretical overview of customer service and types of customers, which does not meet the assessment criteria.

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 or 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. Most candidates did look at more than ONE organisation from within their chosen sector. However this often entailed them giving a list of products and services, that the organisation provided which were not explained and often read like a brochure.

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

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

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 together for example Airline and Airports or Travel Agents and Tour Operators.

In some instances the candidates did not address the first part of this task and just described the products and services available to different types of customers. 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.

It may be beneficial if candidates were given a template to help them with their **planning for their assignment task,** to ensure they have considered all the different types of customers within their sector and their needs. This template could then be used as a guide to help candidates describe the needs and the customers.
Example of a Template below:

NEEDS OF CUSTOMERS

Activity

(i) Individually, select a SECTOR of your choice e.g. Airline, accommodation, or any others.
(ii) Choose a type of customer (Include internal and External) that may use this facility.
(iii) Identify the needs of your chosen type of customer for the type of sector selected. For example a business person's need may be SPEED. Write the identified needs on the table below.
(iv) Describe the type of customer and their needs in more detail.
(v) Investigate specific examples of organisations from your selected SECTOR eg for airlines this may be British Airways, Easy Jet, Thomas Cook, private jets as it represents the range of airlines. Find out how they use or create products and services to meet these needs.
(vi) Complete the table below describing how that organisation meets the need.
(vii) Repeat the process for different types of customer on a different sheet.
(viii) Use your findings to describe how the chosen sector meets the different types of needs of their different customer types.

Type of Sector: ________________________

Type of Customer:

☐ Individual ☐ Culture ☐ Group ☐ Age

☐ Business ☐ Specific needs ☐ Non English Speaking

Customer Need	Name of Organisation	How they meet the Need

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

Task b

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

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

All candidates showed evidence of their dealings with customers in mainly simulated situations. At times though, it was unclear what types of customer had been dealt with, as some assessors gave a clear and detailed scenario but just stated "a customer" as a type. Centres must give a clear description of the type of customer being dealt with. Most of the scenarios were in travel and tourism contexts although a significant minority produced evidence from other 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, in order for them to access the higher mark bands. It is advisable for the assessor to include complex situations. An example of a complex situation can be found on page 28 of the specifications in the assessment guidance for mark band 3.

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

There was evidence this series of candidates taking part in welcome meetings. Although this scenario is acceptable the evidence must show how the candidate has interacted with the customers and met their different needs. In most cases all the evidence submitted, only demonstrated candidates giving an overview of a resort to a group of customers.

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

ENQUIRY FORM

Company Name:

Sales Agents Name:

Date:

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

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

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

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

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

When a letter was used as evidence for a candidate dealing with a complaint, the evidence tended to be poor and not up to Industry standards due, to poor spelling and grammar, lack of company logo, address and date. Candidates also tended to offer customers unrealistic compensation; for example "60% off your next holiday."

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

Although overall there was some improvement within this task by centres. Assessors should note that the comments they write concerning the candidates performance are paramount to the moderation process. For example, one centre had awarded mark band 3, but the complaint had only been dealt with in part (according to the assessor), and only two of the role plays were face to face. These are both weaknesses and would reflect in the candidate being awarded a lower mark band.

Task c

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

Candidates are to propose a method for evaluating customer service, design appropriate documentation which will aid and capture data and ensure that appropriate quality criteria have been used.

The second part of this task requires candidates to give an explanation of why the chosen methodology is appropriate for their organisation.

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

The majority of candidates chose at least two different methods of research and designed appropriate documentation to use however they tended not to refer to Benchmark standards and instead just stated the quality criteria that they were going to use.
However most of the candidates chose an appropriate method for evaluating customer service, and designed appropriate documentation for the selected method.

Centres should note that candidates are only required to choose one method not two. If two methods are chosen candidates need to justify the need for all methods selected and explain why each method is suitable for the chosen organisation and not the candidate. In the majority of cases the candidates chose either, a survey an interview or mystery shopper exercise, or in most case two of these. Some quality criteria were mentioned and described, however there is still no reference being made to Bench mark standards, and there is no evidence of these being shown on the documentation.

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

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

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

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

It was also found that many centres, allowed candidates to insert their findings from task d into evidence for task c, therefore some centres claimed work twice here. These two tasks MUST be addressed separately.

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

Task d

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

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

In this series of moderation, candidates tended to give a basic evaluation on their chosen organisation, based on their results. However in the majority of cases candidates did not link their results to benchmark standards.

Conclusions made were straightforward with some recommendations for improvement, but at times these tended to be more product focused and not customer service focused.

To fully achieve mark band 2 assessors should note that there must be some depth to the evaluations, with reasoning in their judgements and conclusions made. These should be substantiated either through data supplied by the organisation or through surveys of customers, staff etc.

It was found that candidates did not understand the concept of substantiation and therefore conclusions were often limited. In the majority of cases the research was only based on the candidates own experience and not on evidence gathered through surveys of staff and customers. Recommendations should be customer service focused and not product focused and the evaluation should be objective and not subjective as was found in the majority of cases.

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

At other times, it is clearly evident that the candidates had carried out a vast amount of research. Unfortunately instead of taking this statistical information and using it through out their evaluations, they tended to just describe the contents of their various diagrams and pie charts, and NOT carry out an evaluation. This does not address the task.

The Key requirement is for candidates to assess, and they should ensure that all parts of the task are addressed and that the focus is on evaluation and their evidence should show them making an assessment or judgement.

Where candidates did carry out surveys and produced graphs and statistics, the candidates tended to ignore this evidence in their review and just comment on their own experience. At times some of the questions used were product focused questions and not customer service focused.

Additional Evidence

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

2. Marking

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

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the mark band descriptors. For example, in task a annotation could highlight clearly which sector has been selected the different types of customers – the range of customers and the needs accurately produced by the candidate. In task b annotation could show where the candidate has dealt with the different customers where they have met a need and where they have met a complex need. In task c annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. For task d the assessor could highlight each reasoned conclusion and where the conclusions were substantiated it is also essential for moderators to see the pen portraits used in 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.

3. Administration

The deadline for submission of portfolios for moderation was met, although OPTEM forms were not always correctly completed.

Centres are required to sign the OPTEM forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited. A statement to that effect for the moderator would assist the process.
The correct sample was not always sent as centres tend to not include the highest or lowest if they have not got an astrix at them.

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

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

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

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

4. General Comments

Types of Evidence

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

This unit allows the opportunity for oral communication in dealing with four types of customers. If this format is used, candidates portfolios should include witness testimonies, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc should also be included. Video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. Where centres and/or candidates have used these forms of technology, a witness testimony, assessment checklist and/or 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 unable to handle a complex situation with a specified customer, and documentation was at times weak. Types of customers were not always clear.

They were able to collect research on different methods of methodology, for task c and select at least one method and design their own documentation for collecting data. Benchmark standards were not always included in the work the majority of candidates chose more than one method of research.

Task d answers showed a lack of analysis and conclusions and recommendations were mainly straight forward and not matched to benchmark standards.

At times candidates addressed the first part of tasks and not the second – this occurred in task a, where the focus was mainly on organisations and how they meet the needs of customers.

Overall there was a slight improvement in this moderation series, especially with task b and task c.

Unit 3 Destination Europe 6989/01

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

Key Issues

a) Candidates still do not clearly explain how the features given in the unit specification are used to differentiate destinations into different categories.

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 a 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. Some candidates are still selecting holidays rather than destinations to meet the needs of the tourist.

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.

d) Most candidates are now assessing rather than describing the methods of transport available. Assessment does not always consider suitability against the factors given in the specification.

Assessment evidence

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

Task A

Evidence Requirements

This task targets Assessment Objective 1: 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.
- 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. An explanation on the map is not needed. 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.

If taking 'countryside areas' as an example, an outline map would be used and the candidate will accurately locate and clearly label the countryside areas that are popular with UK tourists. The areas shown will be accurately located as a defined area. On this map, appropriate gateways will be shown, together with the *relevant* transport routes to show *access* to *each* of the destinations located. Evidence would show the most appropriate gateways and transport routes for *this category* of destination. For instance, airports and air travel would generally not be considered appropriate to access countryside areas. Road and rail might be more likely as these destinations are popular with independent travellers and self drive holidaymakers (e.g. campers and caravanners) and people who want to be able to travel and sightsee with their own transport at their own pace. Coach and rail travel are also popular transport methods to access countryside areas. Having reached this decision, candidates will locate their selected countryside areas and research appropriate gateways and transport routes to access them. They could show ferry routes across the North Sea to access northern Europe from the north of England and Scotland and some of the cross Channel routes. Road and rail routes to access destinations from the ports will be shown. It will not be necessary to show airports and all ferry routes. Detail will be added by labelling gateways (ports and rail termini) and including road/motorway numbers for the main arteries. This shows understanding and knowledge of the most popular countryside area destinations with UK tourists and how they would be accessed from the UK. A further five maps would be submitted to address the other types of destinations.

The evidence expected for this task would also include an explanation of how features are used to differentiate categories. The features are listed on page 34 of the specification in topic 3.2. Candidates would not be expected to refer to all types of features for each category as some will not be important. For example, candidates are unlikely to refer to climate when explaining the features used to categorise tourist towns and cities but are likely to refer to climate for coastal areas. Candidates should show their understanding of how destinations are differentiated into different categories. For example they will identify which are the most important features for each category by firstly considering why holidaymakers choose to go to different types of destinations. For example in countryside areas, landscape could be considered the most important feature. In their explanation examples of

landscapes in the countryside destinations located will be used to support explanations, descriptions will not be needed.
The evidence for each category will demonstrate that candidates have identified the features that differentiate destinations selected and that they understand that all destinations placed in that category share common features. For instance at the simplest level that all coastal areas share a common landscape feature of being on the coast.

Whilst in the process of categorising destinations, candidates need to consider also the difficulties experienced. This could be recorded and then inform the final part of this task, 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 showed improvements since the last series. There was an 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 and roads that were located and labelled on the maps rather than on attached sheets. There was some confusion in the 'heritage and cultural' category where built attractions and heritage sites were located. Some candidates still continued to locate far too many destinations, including those that would not be recognised as being the *most popular* with UK tourists. Locating too many destinations often resulted in the use of numerical 'keys' with a corresponding list of destinations attached separately or squashed onto the map. This hinders interpretation and accuracy as it does not clearly show the location of each destination. Overall, there were fewer instances of inaccurate destinations and fewer cases where separate maps of road and rail routes, gateways and UK road and rail routes being submitted. There was more evidence of 'emerging destinations' being located on maps, although they were not always highlighted.

There was some improvement in the explanations with fewer candidates describing the features of destinations. There was some misunderstanding where candidates explained why the features are popular or wrote about appeal rather than categorisation. Where examples of features and destinations and descriptions were included this had not been used to inform the explanation and did not 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.

There was greater evidence of candidates including an explanation of the difficulties in categorising destinations. Where candidates attempted this, difficulties tended to be described rather than explained. Examples of overlaps and destinations that could belong in more than one category were given. Examples should support explanations with reference to specific features in destinations that overlap for the higher mark bands.

Candidates may find it useful when completing this task to commence with categorising the types of destinations to ensure they have selected appropriate destinations to include on the maps. As indicated in the previous Principal

Moderator's reports, candidates might find it useful to use a template, such as the one below, to establish what information will be presented on maps.

<table>
<tr><td colspan="5">Destination type:
Coastal area ☐   Countryside areas ☐
Tourist towns and cities √   Business and conference ☐
Heritage and cultural ☐   Purpose built ☐</td></tr>
<tr><th>Example</th><th>Gateway</th><th>Main road routes</th><th>Main rail routes</th><th>Research sources</th></tr>
<tr><td>Paris</td><td>Two airports: Charles de Gaulle (CDG) and Orly (ORY)

Main port of arrival is ...</td><td>From the port of Calais:......

From the port of Le Havre:......</td><td>Eurostar from Waterloo International, through the Channel Tunnel to Paris Gare du Nord.</td><td>Tour Operator (name), brochure (name) and date e.g. Thomson City Breaks 2005</td></tr>
<tr><td>Stockholm</td><td>Main airport is ....
No-frills airlines such as ..., fly into ..., xxx miles from the city centre.
Main port of arrival is .....</td><td></td><td></td><td></td></tr>
</table>

This type of evidence is not a requirement of the task but may be helpful to the candidates. It should not be submitted if used.

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 one 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. Complexity can be achieved when individuals have contrasting needs and requirements or there are perhaps limitations and restrictions for instance with mobility. Where each individual in a group/family has different/contrasting needs complexity will be shown when all needs are considered as a whole rather than considering each individual's needs in isolation. 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 and 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 an improvement compared to the last series, in particular there were fewer instances of a country rather than a destination being selected. There was also an improvement in that the appeal of the destination to *different types of customers* was considered in the description by some candidates. They were able to show a sound understanding of how the key features of the destination related to its general appeal. Where explanations had been addressed as a separate task clears links between needs and specific features were made. Evidence of understanding and application was shown most convincingly where there was less reliance on 'screen shots' and candidates had used 'their own words'.

Many candidates still approached this as one task. 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. Candidates tended to describe their chosen destination in general terms or else described all features. For example, if Paris were selected, descriptions of climate would often be included when climate is not a feature that gives this destination appeal. Also, many candidates described all possible transport routes, carriers, costs and times to reach their destination without any suggestion that they had identified that these were 'transport and communication links' and therefore a key feature important in the appeal of the destination. If a city destination had been chosen this could be a valid key feature; however this was not made clear. There was no clear indication they had selected those *key features* that give the destination *appeal* to show *discrimination*. Whilst some candidates addressed the task logically with sub-headings of features taken from the specification, many still described the destination without reference to the features in the specification. There was less evidence of material being downloaded or copied from websites/travel guides etc. than previously and there was some referencing. Work still seemed disjointed where whole paragraphs of information were quoted and referenced without linking statements or summaries from candidates to produce a cohesive and meaningful description.

Samples included details of the pen portrait. These offered mainly straightforward needs. Although fewer instances, some still required candidates to recommend a 'holiday' to meet tourists' needs. Based on these requirements, candidates submitted brief descriptions/'travel guides' of the holiday destination merged with their recommendations. These would include the best dates to travel, which carrier to use and suggested flight times. Where excursions to other destinations are recommended this implies the destination selected does not in fact meet needs. Reference to elements of a holiday does not match the requirements of this task. Evidence of understanding of complex needs still appears to be limited.

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
- 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. Although each factor could be analysed separately, evidence should include analysis of the overall effect of the factors combined. The 'bigger picture' should be viewed to show the relationships between each factor, the control of factors and the effect on the growth in popularity and appeal.

Candidate Performance

There was improvement overall. Evidence of research was better evidenced. Most candidates submitted a bibliography for each task. There were some instances of a high standard of referencing and research. Often sources listed in bibliographies were more detailed and formal systems had been used to give Title, Author's name, publication date etc. Some gave evidence of independence within the bibliography by indicating the date the source had been accessed and why; others also gave an indication of the usefulness of the source. Some had submitted a 'record of research' together with a signed statement by the candidate to confirm independence countersigned by the assessor.

There were fewer examples of search engines being given as a source. Most candidates had referenced some of their work, predominantly task c. There was an improvement where candidates included clearer referencing in the body of the text rather than relying on simply giving a website address next to a quote. For instance – "In 'author's name' publication 'title of report', it is suggested that '…paraphrased'. Some candidates used foot notes to give full detail of sources used. There was also some improvement in the analysis. 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.

There was evidence of primary research being used in some samples. If primary research has been conducted candidates should provide supporting details as evidence. This should include details of the person being interviewed and the context /purpose of the interview and interviewee (fact finding, expert, holidaymaker's opinion). Details such as signatures, date, time and a list of the questions would help validate the research.

Few candidates chose countries rather than destinations. Where well-established destinations are selected candidates should justify their choice by providing current data to show that the destination has recently become even more popular.

For the second part of the task, most candidates focused on the factors affecting popularity and appeal as given in the specification. There were fewer irrelevancies of historical and economic developments. As in the last series, 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, used headings for each and would conclude with a brief statement. They tended not to consider the overall effect on the growth in popularity and appeal; or the relationships between factors and consequences. This is a skill that requires further development.

Where addressed, candidates still provided very brief analysis of how the destination had controlled factors to maximise their popularity and appeal. There seemed to be a weakness in understanding of 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. Where candidates referred to destination management companies understanding was weak.

As in the last series, some of the evidence read as if taken directly from other sources, although there was some referencing, the work often lacked cohesion. This task requires analysis; much of the copied evidence was descriptive and/or theoretical so was not appropriate. Candidates should be aware when they sign the authentication sheets that work taken directly from other sources and not referenced is plagiarism and the Joint Council for Qualification has strict guidelines on how this should be dealt with.

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 etc.) and be matched against the tourists' needs. Candidates should assess all modes of transport even when it may be clear that some will not be suitable. The assessment should give reasons for any unsuitability. The recommended mode of transport should show justification in terms of the extent to which the factors considered meet the tourists' needs. It is expected that candidates should consider the entire journey from the tourists' home to the departure point gateway and also from the arrival point to the actual destination.

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

Candidate Performance

There was an improvement overall. Downloaded routes, route-planners and itineraries were less common and where included, most had been placed in an appendix. Much of the work was more evaluative than descriptive. Fewer candidates gave descriptions of routes or else theoretical assessments. Some candidates had included assessments of methods and/or routes that were unsuitable with reasons linked to needs, showing a range of modes of transport had been fully assessed. Details of pen portraits were often included with samples and departure points were usually given. There was an improvement in that most pen portraits offered complex needs and circumstances with destinations that had some difficulty in access. Centres often used the examples given in the specification guidance (page 44 Assessment Guidance - mark band 3).

However many 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. Advantages and disadvantages are useful tools to help candidates prepare the assessment and the results should be used to inform the assessment. Many candidates did not consider suitability in meeting needs against a range of factors but focused only costs, time and convenience. Reference to 'factors' was not always clear. Some pen portraits were not appropriate, for instance it is not necessary to consider a complex journey with 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. For example, where task D requires an assessment then if work is descriptive, mark band 1 applies; mark band 2 could only be considered appropriate if the candidate is clearly making assessments. *'Best fit'* should be considered where there are descriptions and some assessment to determine whether mark band 1 or 2 is best fit. The entry point is the mid point mark of the mark band; in task a) for instance mid point at mark band 1 is 5 marks. If there are strengths or weaknesses in the evidence these can then be taken into account to move marks above or below the mid point. Taking the example above, '*descriptions and some assessment',* there are clearly weaknesses, therefore if mark band 2 is considered best fit then low marks from the mark band should be applied. If mark band 1 is considered best fit then higher marks can be awarded to credit the assessments that are made. 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. However the key weakness for this task, were the explanations. Examples given did not clearly support explanations, many of which referred to how important the features were to the appeal of destinations rather than explaining how they are used in categorisation. 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 generous. This task requires evidence of *research and analysis.* Marking tended to be very 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 slightly generous. 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 forms were mainly completed correctly. Centres are required to sign the OPTEMs forms to confirm the authenticity of candidates work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited.

Samples submitted were correct.

Most centres submitted Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used.

Many centres submitted task feedback sheets as provided on the Edexcel website. This was useful where feedback was appropriate, but in some cases comments made were not appropriate to the requirements of the task.

Moderators do find it useful where assessors annotate candidate work. Ideally, annotation should focus on the Mark Band descriptors and key evidence:

In task a) annotation could be used to highlight where candidates had explained, rather than described, the features that are used to differentiate categories of destinations. It could also be used to highlight where there is detail such as examples of features.

In task b) annotation could also support the moderation process to show where features of a destination are described in 'detail' and where the candidate has clearly discriminated between features that exist and those that give a destination appeal and to highlight where the assessor considered the candidate has made reference of the 'appeal' to 'different types of tourists'. Annotation can be used to show where the candidate has given an explanation linking the specific features of the destination to the tourists' needs and not just described what is available. Annotation in this task could also help highlight where the assessor considered the candidate has addressed the complex needs of the tourists in the pen portrait.

In task c) annotation could highlight where there is evidence of analysis rather than description, and to highlight where there is currency of information and also to show where controllable factors are considered.

In task d) the assessor could highlight where the candidate had made assessments and where these assessments were against tourist needs. It could also be used to show where assessment is against the factors as suggested in the unit specification. Annotation in this task could highlight where the assessor considered the candidate has addressed the complex needs of the tourists in the pen portrait.

General Comments

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

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

This unit allows the opportunity for oral communication in presenting a suitable destination to a customer. If this format is used, all supporting evidence such as visual aids, notes, documentation etc. must be included. However, video evidence, audio tapes and computer discs and CDs are not required as forms of evidence. candidates' portfolios should include the assessment checklist or observation statement and a detailed witness testimony (exemplars can be found on the Edexcel website). The assessor should describe the candidate's performance in detail to clearly justify the marks awarded. Statements should relate to the task requirements and the mark band criteria. This evidence should be signed and dated by the assessor.

Unit 4 Destination Britain 6990/01

General Comments

The number of entries for this unit in the January series continues to be significantly lower than in the June series. For January 2008 there were 22 centres with entries. Most of those centres had less than five candidates. Most of the samples submitted were for first moderation although some were for re-moderation.

In almost all cases, samples indicated that candidates had addressed tasks as given in the specification.

A high percentage of samples were marked accurately for this series. Assessors from two centres were marking harshly. Where marking was generous, this tended to be when awarding high marks from mark band 2 or marks from mark band 3. Marking at mark band 1 tended to be accurate.

All centres submitted samples by the deadline and included signed Candidate Authentication Forms. Most included task feedback sheets with comments on candidate work. Comments were mainly appropriate and accurate. Few samples had any annotation on coursework highlighting where key evidence was located.

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.

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

Task a

This task targets AO1- *knowledge and understanding. It is in two parts:*

- *A description of the roles of key travel and tourism organisations that support tourism to a selected area of the British Isles and*
- *An explanation of the interdependence and interrelationships of these organisations in supporting tourism to the selected area in the British Isles.*

Most candidates were selecting areas of the British Isles that were more focused than in previous series. New Forest was a popular choice and some candidates selected specific towns. Most candidates were still mainly referring to public sector organisations or those with a wider remit than the specified area but increasingly candidates were able to show that they knew a wider range of organisations and those operating specifically in their selected area. Generally, candidates were referring to the roles of the organisations in supporting tourism to their local area but often these were stated rather than described and were presented with limited detail. In previous series, evidence was often very similar to that presented in text books or websites but for this series much of the evidence appeared to be more authentic. A minority of candidates described specific products rather than the roles of organisations. A minority of candidates described the websites of organisations rather than their roles in supporting tourism to the selected area.

The second part of the task was addressed by almost all candidates but the location of this evidence was unclear, as a result, candidates are not showing their knowledge and understanding. The best evidence was where it was completed as a separate task or where the candidates clearly signposted their examples of interdependencies and interrelationships.

As with previous series, for most candidates the evidence was often to identify examples of where organisations work together. Some candidates described these examples in some detail. This approach is acceptable but it is only where evidence goes beyond a description and explains the interdependence and interrelationships that higher mark bands can be considered.

There was a significant improvement in the quality of evidence for this task. Weaknesses still exist, however, in the detail candidates are providing in their descriptions of the roles of organisations in their selected area. There are still significant weaknesses in candidate explanations of the interdependence and interrelationships of these organisations, although candidates are beginning to demonstrate that they know what is meant by interdependence and interrelationships. Much of the evidence was still in mark band 1 but with more examples in mark band 2.

Task b

This task assesses AO2:- *candidates' ability to apply their knowledge, skills and understanding. 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.*

Most samples included details of the pen portrait. These mostly presented straightforward needs. There was only one centre that presented details for several pen portraits. 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. Candidates are required to produce an itinerary that meets the needs of the tourist(s) so it is critical that needs are in the pen portrait.

The quality of the presentation of itineraries was varied. Some candidates merged all parts of the task and so this would not be considered an itinerary. It would seem that some candidates had not seen an itinerary as used by industry and were unable to model their itineraries based on industry practice. For this series, itineraries lacked detail. Where information is limited, this should affect the marks awarded. Destinations selected were mainly appropriate although often a limited range was presented. Some candidates were using one destination only and using that as a base to visit a range of attractions. Most 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.

Some candidates failed to submit maps in the portfolios. Where maps were submitted these were often maps of the selected destination, downloaded or taken directly from an atlas or similar source. Candidates should ideally submit one map where they accurately locate on an outline map of Britain, the destinations in the itinerary.

Many candidates failed to describe the features that give their selected destination appeal. Some focused on giving a general description of their selected destinations rather than those features that give appeal. Where features were described, these were often limited to those presented in the itinerary rather than those that give the destination appeal. Descriptions were often basic with little detail. This is the part of the task where candidates apply their understanding of the features that can give a destination appeal and they are demonstrating limited application of that understanding. For higher mark bands candidates should describe the key features that give their selected destinations appeal. This may be more than those included in the itinerary as the destination may have features that don't meet the tourists' needs in the pen portrait but are significant in giving the destination appeal. For example, Buckingham Palace in London is a feature that gives that destination appeal but if the tourist is particularly interested in fashion and popular culture, it would not be part of their itinerary.

Most candidates attempted to explain how the selection of destinations met the needs of tourists although the focus of their evidence was on explaining how the itinerary met the needs of tourists eg choice of flight, time to spend shopping etc. The focus of the explanation should be on how the selected destinations meet the needs. This is required for mark band 2. Generally candidates would give comments such as 'the family wanted to be active so I have arranged for them to go to an Adventure Park'. This type of evidence makes no explanation of how the need for 'active' was met by an Adventure Park. It is not sufficient for the assessor to be able to see how a feature or destination is appropriate for the tourist, the candidate must make that clear link themselves. This link or clear explanation was often limited and in many cases, this was because the candidate had not been able to identify any needs from within the pen portrait.

Generally, marking of this task was generous. Itineraries were 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. The quality of evidence presented was not as good as previous series and mainly related to the mark band 1 statement.

Task c

This task is about research and analysis AO3:- *Candidates should research and analyse the scale of tourism to the British Isles in terms of visitor numbers, type of visitor, visitor spending and bed nights.*

Evidence of research is likely to be through a bibliography and referencing of sources. Evidence of obtaining sources independently could come from a research log, a candidate statement or observation record from an assessor. This should have sufficient detail to confirm the sources were obtained independently. A statement from the assessor simply stating that the candidate obtained sources independently is not acceptable. This statement tends to be the nature of evidence presented to indicate independent research.

For many candidates evidence of research was limited. Bibliographies lacked detail with only websites stated or titles of text books – usually one text book only. In some cases, the details of the text book referred to was not accurate and had no details of author or publisher. Candidates should be aware that text books are no longer an appropriate source for this task as the data presented is no longer current and this should affect the marks awarded. Candidates should be encouraged to seek a wider range of sources for their analysis to ensure their conclusions are based on current data. Actual sources of statistics were often not given and in some samples statistics, were not labelled and no titles were given to indicate the type of statistics presented, the period of time covered etc. For some candidates 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.

For many candidates their analysis was limited to one set of statistics. 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 they were able to give some substantiation to their analysis and use information and data to support conclusions. This would then provide them with the potential to use a wide range of types of sources.

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

Task d

This is the AO4 task requiring candidates to evaluate, draw reasoned conclusions and make justified recommendations. There should be an evaluation of the factors that have affected the popularity and appeal of a selected destination and 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, Hasting and London being the most popular.

Candidates are still generally submitting evidence that is descriptive rather than evaluative. Features of their selected destination are often described. Most candidates made no reference to popularity and appeal in their evidence and made little or no evaluation of the factors. In some cases, particularly when Blackpool was selected, candidates were referring to developments from the 19th century. This would not be appropriate. Candidates continue to fail to address the final part of the task where they should give recommendations for future development. Candidates continue to give details of existing plans for development which are not appropriate. Where recommendations were made they were simplistic, each recommendation being no more than one or two lines.

Marking for this task tended to be generous. High marks from mark band 1 or from higher mark bands are only appropriate where evidence is evaluative. It would be helpful to the moderation process if assessors could highlight key evidence where evaluations are made.

Administration
Centres generally followed administrative requirements. Required documentation was completed and submitted.

Moderators do find it useful where assessors annotate candidate work. Annotation should ideally focus on the Mark Band descriptors.

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 Form, there should ideally be a front cover stating name of candidate, centre and candidate number. Evidence for each task would be clearly separated, ideally by a task feedback sheet.

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

Unit 5 Travelling Safely 6991/01

General Comments

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

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

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

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

Q1 (a)
In most cases the International Air Transport Association and Joint Aviation Authorities were correctly identified. The specification states the organisations candidates need to learn. IATA and JAA are two of the organisations listed.

Q1 (b)
The majority of candidates attempted this question, but very few candidates were able to answer it correctly. The majority of candidates talked about the ABTA bonding scheme rather than the independent arbitration scheme.
For example;
'ABTA's independent arbitration scheme means that members are bonded which means if the company goes bust, customers get refunds or flights home.'

One of the better answers can be seen below;
'ABTA's independent arbitration scheme is to provide customers with help. If, for example, they have a complaint, ABTA will help sort things out with the Tour Operator or Travel Agency and ABTA's word is final so the Travel Agency or Tour Operator will pay the customer. ABTA sometimes helps clients go to court.'

The specification states that candidates are required to summarise the main responsibilities and regulations organisations have put into place. ABTA is listed as one of the organisations.

Q1 (c) The vast majority of candidates correctly identified the Civil Aviation Authority. These candidates received full marks. The European Aviation Safety Agency also was allowed full marks as this organisation has now taken on the JAA role.

The specification states that candidates are required to learn about CAA.

Q2 (a) (i)
This was a well answered question. Candidates who did not gain the maximum 2 marks usually missed off the six months validity requirement.

Q2 (a) (ii)
This was a well answered question. Candidates on the whole correctly identified the necessary information, repeated what was in the extract and achieved full marks.
The answer below received maximum marks;
'Ben and Marco both need a visa but Marco needs to pay £10 more because he is not from the UK but applying for the visa in the UK. His visa cost will vary. Ben will have to pay £30 for his visa because he is a tourist and from the UK.'

Q2 (b)
This was not a well answered question. Many candidates tended to repeat sections of the passport office published information rather than to assess how the new biometric passports will help increase security for passengers travelling by air.
One good response can be seen below;
'This will increase security for passengers travelling in the air because of the electronic chip which holds personal details which only that person would know. Also because facial recognition technology can detect a mini difference between the owner of the passport and the person trying to use the passport which would mean trying to use a false passport is very difficult to do. There is also no way of changing the personal details on the passport so if the passport is stolen the details cannot be changed and therefore used in crime.'

Q2 (c)
Overall this question was answered well with the majority of candidates scoring at least 2 out of the 3 available marks.

Q2 (d((i)
This was a well answered question with most candidates identifying 'a bite from an infected female mosquito' as being the cause of malaria.

Q2 (d)(ii)
Most candidates did gain the maximum 2 marks available here. They tended to list a vast number of symptoms.

The specification states that candidates are required to learn about the major contagious diseases that exist in the world, to identify where they are located and to be able to describe the causes and symptoms and how the spread of risk is minimised. They should also learn to use information available to advise travellers on potential risk and restrictions.

Q3 (a)
Most candidates were able to answer this question well with the majority able to achieve 3 or 4 marks. A typical response can be seen below;
'The Data Protection Act is there to protect customers personal data, Companies and organisations are not allowed to sell or pass on customers personal information to other companies without the consumers consent. They should use the data only for its purpose and keep securely and safely and destroy it after a period of time.'

Q3 (b) (i)-(ii)
These questions were not dependent. Many candidates could not identify the Act that had been breached. Answers seen included 'The Human Rights Act', 'The Sale of Goods and Service Act.'

The second part of the question tended to be better answered and candidates were not penalised if they failed to name the right Act and then went on to provide an answer that did suit the actions that would need to be taken if the EU Directive had been breached.
One good response can be seen below;
'The Tour Operator should immediately contact any customer planning to stay in that hotel and tell them of the building work. This then gives the customer an option to stay at the hotel or not. The Tour Operator should then ask if the customer wants to either cancel or move hotels so the customer has a choice.'

Q3(c) (i)-(ii)
These questions were not dependent. This question was better answered than Q3 (b) with the vast majority of candidates able to identify the Disability Discrimination Act. Candidates also linked the requirements of the Act to practices and procedures in a hotel.
An example of an answer that scored high marks can be seen below;
'The Disability Discrimination Act.
'The Oyster Hotel is in breach of the DDA because it states in the guidelines that a business must not discriminate against someone due to their disability so they should be able to do everything that an able bodied person can do and that isn't the case here. Also it states that businesses need to adjust their accommodation to accommodate disabled people e.g ground floor rooms, wheelchair access, widen doors so that people can move around with ease.'

The specification requires candidates to learn about legal and regulatory requirements including The Data Protection Act, EU Directive and Disability Discrimination Act.

Please note that as Acts are updated, candidates are expected to keep up to date with these. For example the Fair Trading Act is now included in The Enterprise Act.

Q4 (a)
Generally a well answered question. Those who did not achieve full marks tended to give two examples and no description.
One response that achieved maximum marks can be seen below;
'The main difference between a small scale and a large scale emergency is the number of people affected by the outcome. For example if someone was mugged it would be small scale because it would only be that person actually affected. However if there was a huge flood then hundreds of people wouldn't be able to get about and many could die which would be large scale.'

Q4 (b)
Many candidates did well on this question. However a sizeable minority tended to describe rather than to explain how the insurance company supported the Kular family. This meant they tended to ‘lift’ sections of text from the schedule of benefits and not to apply these to the Kular family in an explanation.
One response that achieved maximum marks can be seen below;
‘The insurance supercover would have been of great assistance to the Kular family. The Kular family would have been able to claim for a missed departure as they couldn’t fly on their original date due to the heart attack, they could have claimed up to £1000 in cover. Also because Mr Kular’s heart attach is a medical problem the Kular family would have money (up to £10,000,000) to cover his medical and hospital expenses as this is the cover in the insurance.’

Q4 (c)
This question was not well answered by the majority of candidates. Most tended to describe sections of the procedure rather than to assess the effectiveness and just say ‘it is good’.
One better response can be seen below;
‘I think that the medical emergency procedure is good. My reasons for this are that rules are clearly stated what to do not just in one situation but all. Also there are different options that you can choose for example whether the customer who has been taken ill has insurance cover or not. I think this is a very good idea because the procedure is looking at the case from every angle and every scenario possible. Another reason why I think this procedure is highly effective is because it offers more detailed information on the instructions given. For example on the last options available it gives a reference for the reader to find out more information on how or what the injured or ill have to do.’

Q4 (d) (i)
The majority of candidates were able to gain maximum marks here. Those that only gave examples without a description gained 1 mark.

Q4 (d) (ii)
A range of support organisations was given in answer to this question. The most common ones were The British Embassy and Tour Operators. Descriptions ranged in detail and marks ranged accordingly. Most candidates scored either 2 or 3 marks out of the maximum of 3.

Q5 (a)
Most candidates scored well here and could identify two examples of ‘force majeure’.

Q5 (b)
Many candidates struggled to gain more than level 1 mark here. Candidates often tended to describe the contents of the article in their own words rather than to analyse how effectively the travel and tourism industry dealt with the August 2006 terrorist threat.
One level 2 response can be seen below;
'The Travel and Tourism industry notified passengers of the outcome and prepared them for what was going to happen. They dealt with it quite effectively by cancelling major flights so they cut the threat of terrorism. But the breakdown between the government and BAA wasn't effective because it made flight chaos and airports weren't functioning properly. They could have dealt with it more effectively by not having the breakdown and making the procedures clear. If this was done then not as many flights might have been cancelled.'

The specification states candidates are to learn how to make recommendations as to how organisations in the travel and tourism industry could deal with emergency situations.

Q5 (c) (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 Tsunami, the terrorist attacks of 9/11 and 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.

Q5 (c) (ii)
This question is challenging and is weighted AO3 which requires candidates to draw on research and show analysis. Many candidates showed a detailed knowledge of how each emergency was dealt with. However much of this was not related to the travel and tourism industry – fire service, government and locals. With the London bombings in particular candidates struggled to relate their answers to how the travel and tourism industry dealt with the situation.

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

The specification states candidates are to learn how large-scale emergency situations were dealt with by organisations in the travel and tourism industry.

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 ie describe, explain, analyse etc.

Unit 6 Resort Operations 6992/01

Materials available

New support materials for assessors including a marking portfolio guide are now available on the Edexcel website.

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

The entries are small compared to other AS units as this is an optional unit for the single award. There were only six centres entered for this series.

1. Assessment Evidence

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented, except that in task 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 tasks requires interaction. There are four tasks for the unit as shown on page 73 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

Task a

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

The evidence expected for this task would therefore be a description to show knowledge of how tour operators organise resort operations. Evidence for the description should focus on the operation of the resort office rather than just 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 showing understanding of the topic. This aspect of the task is an explanation rather than a description. Marks in the higher mark bands should not be awarded when only descriptions are given. Examples accepted could be any situation where the resort office liaises with the UK office. For example an emergency in the resort such as a hurricane, a death in resort, building work updates, rooming lists, flight delays due to fog etc.

There was an improvement in the descriptions of how the resort operates. Many did give some detail. Most candidates considered the operation rather than simply the duties of the different overseas representatives which commonly appeared in previous series.

In terms of the explanation then few candidates gave any explanation of the situations that require the resort office to liaise with their UK office. The evidence tended to describe rather than explain how the overseas office liaises with the UK office. Those who did gave an explanation, the evidence lacked detail.

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, copies of welcome meeting invites, room plans, a map used to show customers where excursions are located, excursion leaflets, welcome meeting notes etc. Please note that notice boards and detailed information booklets are not required. Self-evaluations are **not** required.

The second evidence could include an individual observation record linking to the assessment criteria of how well the candidate dealt with the selling situation, copy of the excursion booking form, excursion leaflet, car hire booking form etc. 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.

The last 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.

For all the three parts scripts should not be encouraged, 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.

The welcome meeting should show evidence of organising and presenting. Many candidates work sampled included limited evidence to support the organisation of the welcome meeting. The use of materials such as maps, excursion leaflets etc should be encouraged. In some centres, it was difficult to determine based on the evidence presented how well/.effective 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 to award higher marks within mark band two or three. Feedback must detail why the assessor made the judgements eg how were the materials to be used to justify used effectively.

There must be a pen portrait that identifies a customer, their needs and circumstances, so that learners 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. Few centres explained how well candidates met the needs in the pen portrait. Two centres however, did give excellent feedback linking to how the candidates met/did not meet the customer needs in the pen portrait. For example ‘Elena realised that the customer was elderly and had problems walking so they offered the couple a coach excursion which had limited walking as the excursion took them straight to each attraction. The cost of the excursion took into account their budget as they only had a maximum of £35 to spend as they only had a pension as income. The couple also needed to be back by 18.00 as they had booked tickets to the Gala dinner so the excursion offered met this need at it finished at 17.00'.

For a couple of centres, although less that in previous series, it was not clear whether the candidate had individually dealt with a customer or whether the excursions had been promoted to all customers through a welcome meeting. The promotion of the excursions possibly will be included at the welcome meeting, however if the selling situation is used in conjunction with the welcome meeting there should be evidence of face-to-face selling with a customer at the end of the welcome meeting. The candidate should use the information presented in the pen portrait. There should be assessor's feedback to detail what needs were met and how the needs were met.

Candidates' involvement in dealing with a situation tended to be basic eg a customer complaining the room was dirty and this was resolved simply by offering another room to the customer without any complication such as no availability. Few centres provided evidence of how effectively the problem was resolved. There was limited evidence to determine how the problem was complex. If a situation appears straightforward but the handling of the problem makes it complex eg having to deal with the emotions of the customer etc then the assessor must document this to show how and what made the situation complex.

Task c

Research undertaken to complete all tasks.

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

Evidence expected for this task is a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. At the higher marks this should be used in the body of the text not just a reference at the end of a statement. It is not expected that 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.

Most candidates submitted a bibliography although information relating to sources such as textbooks, guides and websites lacked detail. Some assessors provided a statement on feedback sheets explaining how the research was undertaken independently and some samples included a statement from the candidate. In this series more candidates included a bibliography including a range of research however this was limited appropriate use and with little reference to the body of the text. If referenced the evidence was simply a website at the end of a statement. Evidence in task d in many related to recruitment and selection which is beyond the requirements of task d and therefore not linked to the task.

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 was expected to address the significance and be an evaluation. Much of the evidence submitted for moderation was still descriptive and usually at best subjective of the three topic areas and therefore limited to marks within mark band 1. More candidates however did focus on the significance in relation to delivering high quality customer service. Overall conclusions were still basic and very few candidates substantiated their conclusions.

There were still some candidates that included recruitment and selection of overseas staff as evidence, which is beyond the requirements of the task. There were very limited examples of practice included in the evidence sampled.

2. Marking

Marking had improved however it was still some centres that were generous specifically in tasks b and c. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, where task d requires an evaluation then if work is descriptive then mark band 1 applies, mark band 2 could only be considered appropriate if candidates show some evaluation with some reasoned conclusions. 'Best fit' would need to be considered where there are descriptions and some evaluation to determine if mark band 1 or 2 is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, there are clearly weaknesses if mark band 2 is considered best fit and low marks from the mark band should be applied. If mark band 1 was considered best fit then higher marks can be awarded to credit the conclusions that are made. At mark band 3 there should be a critical evaluation and substantiated conclusions.

Task a

Marking of this task was generous. Most work submitted was considered best fit either mark band 1 or mark band 2. The key weaknesses were the explanation of situations that require the resort office to liaise with their UK office as many candidates gave a descriptive with little or no explanation.

Task b

Marking of this task was generous. Welcome meeting evidence often did not indicate how well candidates interacted with the group or how effectively they used materials. The selling situation showed limited evidence of meeting of customer needs from the pen portrait. Not all centres submitted pen portraits. Details of how candidates identified the customer needs were also often missing ie what candidates did to gauge information. It was not clear if candidates dealt individually with customers or whether they had simply just promoted the excursion in the welcome meeting. For the selling situation documentation should be submitted. More candidates had evidence of compared to the previous series and fewer candidates submitted blank forms which is good. Most problems dealt with were appeared straightforward and details as to how effectively candidates dealt with the problem was limited or missing.

Task c

Marking of this task was generous. Mark band 2 requires candidates to use different sources for their research. This should be from different types of sources eg guides, textbooks, websites etc. Candidates mainly accessed websites. Many candidates submitted bibliographies of the sources used but these lacked detail with textbooks simply listed by title. Candidates are also required for mark band 2 and 3 to have researched independently. Evidence of independent research was improved. Some candidates submitted a statement showing how they used the resources used. In terms of research, candidates for mark band 2 and 3 should also reference their sources. Few candidates referenced a range of sources in the tasks. A few attempted to reference but simply added the source to the bottom of a paragraph rather than use sources in the text. For mark band 2 and 3 evidence should include the appropriate selection of resources and show some synthesis.

Task d

Marking of this task was very generous. This task requires an evaluation. Few candidates presented an evaluation instead many described induction, training and product knowledge. The majority of candidates only gave basic conclusions.

3. Administration

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

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

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

Most centres submitted task feedback sheets as provided on the Edexcel website. This was useful where feedback was appropriate but in some cases comments made was not appropriate to the requirements of the task.

Annotation on coursework as to where key evidence could be found varied.
Annotation is helpful for the moderation process and could be used as follows:
In task a annotation could be used to highlight clearly where candidates show detail of the resort operation description and show where candidates had explained, rather than described.

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

In task c annotation could highlight where the candidate had referenced sources and specifically where candidates had researched independently.

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

4. General Comments

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

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

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

Unit 7 Responsible Tourism 6993/01

General Comments

This was the third 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 question 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. A destination from the More Economically Developed World (MEDW) was a city destination in the north of England (Newcastle-Gateshead) and the other was a coastal area from the Less Economically Developed World (LEDW), Egypt's Red Sea Coast. Whilst the inclusion of one UK (MEDW) and one overseas destination (LEDW) follows a similar format to that used in the previous two series, in future exam series it may be that the example from the MEDW is not necessarily always a destination in the UK. For this paper, two questions required candidates to give details of destinations they had researched or studied in class.

Candidates seemed to engage fairly well with some aspects of the paper and the majority attempted all questions and were able to demonstrate knowledge and a good understanding of responsible tourism. As previously, it was felt that further improvements in exam techniques would aid candidate achievement. There was still a general misunderstanding of command verbs, for instance when asked to 'describe' candidates gave examples or explained; when asked to 'explain' they described; when asked to 'analyse' they give descriptions. This is a recurring issue and candidates should be aware that where a question requires a 'description' marks can only be awarded for descriptions. There was some improvement from the last series in that there were fewer instances of candidates not actually answering the question until the very end of their response or else answering the next question. This can waste time when answers have to be written or amended. It was also found that a number of candidates still give lengthy responses necessitating the use of additional sheets of paper. This often results in candidates losing their focus and does not always gain them any more marks. The space provided on the answer booklet should be sufficient and should guide candidates to how much writing is expected. Candidates are strongly advised to read the paper first before attempting to answer questions and may benefit from some brief planning of their responses. There was some evidence of candidates who had highlighted the command verb in each question to help them focus on what the question required them to do. Exam preparation could aim to develop some of the higher level skills of analysis, research and evaluation that are tested and seem to be a common weakness among candidates. 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 structuring of the paper and numbering of the questions so that they are able to recognise where new topics are being tested. 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 they are most familiar with and that gives them the best opportunity to provide specific details and meet the requirements of the question. They could prepare for these types of questions in class by using the topics in the unit specification and drawing up a grid of destinations researched for each topic. Class quizzes and activities could also be devised to consolidate learning and identify gaps or weaknesses.

Q1 (a)(i)
This question was quite well answered by many candidates. The question has appeared on previous paper. It was apparent that this stage of the tourist area life cycle was generally well understood. However, even though candidates were required to ‘describe the characteristics’, some attempted to relate the stage to the case study material. They did not answer the question; application and explanation was not needed. Candidates need to take more care to read and answer the question. Most struggled to offer a clear description to gain full marks.

An example of a good response worth full marks:
“The characteristics include the locals are involved with the promotion of the area. Tourist facilities and hotels are being built. Tourists visit to see the natural and cultural attractions.”

It is worth suggesting to candidates that when asked to describe they could start a new sentence for each new aspect; in this question for each characteristic as in this example.

Q1 (a)(ii)
This was quite well answered and many candidates named the correct stage.

Q1 (b)(i)

This question was generally well answered by many candidates who were able to give a correct example from the case study information. Popular responses included Visit Britain and either Newcastle/Gateshead council. Fewer candidates wrote about aims than in previous series. There was evidence of a good level of knowledge and understanding of the role of public sector agents in general terms. However the requirement to 'describe the role in <u>tourism development</u>' was not always picked up on and some candidates did not gain full marks.

An example of a response that is basic but gained full marks:
"Newcastle council–The role of Newcastle council is to be involved in the developments. They will provide small grants towards the development and they will also give planning permission for new developments such as hotels to be built."

Q1 (b)(ii)

This question was not quite as well answered and understanding of the role of private sector agents was weaker; there was more reference to aims than roles. A number of candidates thought that OneNortheast was in the private sector. Theoretical private sector agents were accepted and hotels/hotel chains/Hilton were the most popular suggestions. Many were able to gain 1 mark for the agent. Description of roles was weak. Only a minority of candidates realised that the role of accommodation providers would be to modernise or to build accommodation of a high standard.

A typically weak response:
"International hotel chains – their role is that they just want to make a profit."

A good response showing understanding of tourism development and agents' roles:
"The Hilton hotel chain – are internationally known and respected and their role would be to build a Hilton hotel to the highest standard, with a high star rating attracting the higher social classes A/B groups."

Q1 (c)

This question was poorly answered by the majority who may have misinterpreted the question. The question asked that candidates describe how tourism could be developed to change people's perceptions of city destinations. Likely responses were expected to refer to improving the environment, refurbishment, regeneration, raising awareness of cultural and industrial heritage sites etc. There was evidence of a general lack of knowledge of city destinations and the role that tourism development can take in revitalising industrial city destinations. There was also a lack of imagination of ideas or awareness of how cities have re-invented themselves. The question required that candidates simply describe, a high number of candidates seemed to have overlooked this and gave perhaps two suggestions and then wrote explanations of how their idea would change perceptions. Many wrote entirely about marketing strategies, promotional campaigns, special offers or else basic ideas around developing responsible tourism or 'build a museum', traffic management or 'park and ride'. Others completely misinterpreted the requirements and wrote about what had already happened. Few scored more than 3 of the 8 marks available.

An example of a response that is clearly answering the question and shows knowledge and understanding, although the ideas could be developed further:

"The image could be changed by firstly regenerating the area and then marketing it to a higher class group of tourists. This was done in Manchester which was once run down and neglected and is now a desirable city break destination renowned for shopping. So they could do the same thing in Newcastle and bring in top name shops such as Harvey Nichols and Selfridges. They could build a super luxury five star hotel like the Lowry in Manchester. They also need to build on the cultural side by opening more museums and art galleries with local artists and attract nationally important exhibitions like the Terracotta army. Another idea would be to be nominated for the European city of culture like Liverpool and get lots of good publicity."

Q1 (d)

This question assessed candidate's own research and so gave them scope to write about a destination they had studied and were familiar with. Whilst it is recognised that centres cannot cover every conceivable destination there is a range of well documented case studies available. 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.

This question followed on the theme of the Newcastle-Gateshead case study and candidates were expected to select a destination they had researched/studied. By referring to their chosen destination they were required to explain how it had been able to revive its culture and/or economy. Examples of planned developments from the MEDW were expected. The question was answered more successfully by candidates who had selected an appropriate destination that they were familiar with. Many candidates did not make the link to the city destination, some misread the question, and some overlooked the word 'revive' whilst others focused on impacts and objectives. The choice of destinations was global covering every conceivable type. For instance some examples were of how destinations had developed the principles of responsible tourism and whilst there was evidence of research, it was not related to the requirements of the question. There was evidence of in depth knowledge of many of the destinations selected however many candidates did not achieve the higher marks as they were unable to offer detailed explanations, applied to the destination with links to objectives stated. Many offered descriptions and gave vague or implied details. To improve performance where candidates need to show evidence of research they should be encouraged to include specific details such as place names or dates to show examiners the extent of their knowledge. They need to develop their skills and be able to apply their knowledge of the destination to meet the requirements of the question.

This technique is shown in the example:
"Liverpool City - Liverpool city has developed tourism over the years to help its economic revival. Parts of Liverpool are deprived and there is high unemployment. One major development was the bid to become European Capital of Culture. In June 2003 it was announced that Liverpool would be the Capital of Culture 2008. The city needed to develop its tourism because it knew that other cities had been regenerated and got a better image from the award. For example they have built the £150m King Dock Waterfront Arena and conference centre. This venue is world class standard and will attract business tourists and hold pop concerts. They will attract big names and lots of tourists and means that there will be an increase in the tourism spending in the city creating more jobs and boosting the economy. Another objective Liverpool has achieved is to continue cultural revival as Capital of Culture and for the whole of 2008 events and festivals are planned to showcase its rich culture in shipping and music (the Beatles). Buildings such as the Royal Liver Building have been given major facelifst and more hotels have been built to accommodate increased visitor numbers and this again helps to revive the economy."

Although there are some weaknesses, here the candidate has provided evidence of research and gives an explanation relating to the objectives.

Q1 (e)
This question was answered fairly well by many. This question required candidates to give an explanation of how the different objectives of the agents involved in tourism development might come into conflict over plans to build a regional casino. There was clear evidence of a number of candidates being familiar with the controversy surrounding the building of casinos in areas of low employment and many candidates were able to score marks for explaining the conflict with little reference to agents or objectives. Popular suggestions related to increased crime, large number of visitors at night time, disruption to locals, gambling addictions etc. Reference to agents and conflicting objectives was not always clear although many picked up on the aims of cultural revival and suggested that the planned casino would not contribute to that aim. This question, or similar has appeared on previous papers. When preparing responses candidates might find it helpful to structure their answer by first stating each agent that will conflict and then stating their objective in terms of 'economic', 'environmental' etc. They can then relate this to the scenario and use linking statements 'whereas', 'this means that', 'because' to offer clarity and explanation. The final statement should sum up perhaps by stating that 'the conflict is….'

An example of a typical response that gives implied objectives and conflict:
"Different objectives of the agents would be that some want the casino because it would bring more tourists so more money. But it may bring more crime for the locals, also people who live there may use all their disposable income gambling"

This could be improved by clearly identifying the agents and the conflict in the explanation:
"Different objectives of the agents would be that the NGI want the casino because it would bring more tourists so more money which is their economic objective. But voluntary groups such as a residents group may be opposed because it may bring more crime for the locals also people who live there may use all their disposable income gambling. The conflict is that one wants economic gain and the other has socio-cultural objectives and is concerned about the negative impacts on local people."

Q2 (a)
This question has been seen in previous papers. It was answered fairly well by some candidates who demonstrated a good understanding and those who knew the principles often achieved full marks. However, it was clear that some had limited understanding of the concept of a 'principle' and referred to the management of responsible tourism or impacts. Where knowledge was limited, these candidates tended to make reasoned attempts about minimising negative impacts/maximising positive impacts. There were still references to green, ethical, sustainable and alternative tourism. It would be expected in a unit 'Responsible Tourism' that a sound knowledge of the principles is fundamental to the study of the unit. Candidates should be encouraged to use appropriate terminology and to word their responses as 'principles'. Some candidates gave explanations and examples when for this series, only description was required.

An example of a good response:

- "Tourism that creates economic benefits for local people therefore improving their quality of life
- Tourism that promotes the conservation of the natural and cultural heritage of an area
- Tourism that promotes respect between local people and tourists."

Q2 (b) (i)
This was not well answered by many candidates who did not know this stage or else confused it and wrote about stagnation. Many offered responses that seemed to be guesswork and referred to the characteristics of more than one stage. The question requires description and candidates who may have understood the characteristics but gave explanations were unable to access full marks. Indeed few achieved maximum marks.

A typical example:
"Consolidation is the stage at which tourism is about to reach stagnation due to overuse of resources. This stage is when a decision is made as to how this area can be developed responsibly to ensure it will have a sustainable industry and not decline."

Although there is some understanding of the stage in terms of the TALC model the candidate had not described the characteristics perhaps due to poor exam technique.

An example of a response that describes the characteristics to gain full marks:
"The characteristics of the consolidation stage include a continued increase in tourist numbers but not as rapidly. There is still an improvement of infrastructure and facilities. The economy is heavily reliant on tourism and the strain on the environment is beginning to show."

Q2 (b) (ii)
This question was answered fairly well by many candidates. The question required candidates to analyse the impacts of tourism at coastal destinations at the consolidation stage of the TALC. Generally candidates engaged well with this question and showed some knowledge of the issues of the impacts of tourism in coastal areas.

There was evidence that most candidates had knowledge and understanding of appropriate impacts and there was also some evidence that candidates were being more selective in their choice of impacts and planning their responses and there was some evidence of analysis. To access the higher levels the analysis should have been clearly applied to coastal destinations and the consolidation stage and should have considered both positive and negative impacts.

Generally, whilst many candidates could describe and explain each impact they struggled to bring their ideas together to show the relationships and consequences of the impacts overall. Impacts tended to be considered in isolation as seen in the previous series. Candidates often wrote at length about the negative environmental impacts and did not consider the positive impacts on the economy. Most candidates did however try to give specific details that were appropriate for coastal areas however few made the link to the impacts at this stage of development on the TALC.

The question requires analysis and where candidates gave descriptions of impacts unrelated to coastal areas marks were limited.

A typical example of a basic response:
"There could be negative impacts. Scuba diving is popular with tourists due to Egypt's beautiful underwater scenery and creatures but as more scuba diving is taking place it is starting to put a strain on the environment. Underwater scuba divers will scare the underwater creatures meaning that they will move elsewhere. More visitors on the beaches meaning more waste left behind affecting local creatures to be injured. Watersports should happen in special areas so it does not affect the local environment."

Here the candidate shows some understanding and there is an attempt to apply to the consolidation stage and coastal areas. The candidate has lost focus at the end by suggesting a solution which is not required. A good technique candidates could practise on questions with high marks is if they simply run out of ideas they should stop writing, reread the question and their answer with a mental checklist, or making notes of what else they could include. In this instance what other negative impacts are there? What positive impacts are there? How do these relate to coastal areas? What else do I know about the impact at this stage? Or if necessary, simply leave it and move onto another question, returning to complete the response after more thought. Also the candidate could have used appropriate terminology and emphasis to demonstrate understanding. A clear structure can be helpful to assist candidates in organising their thoughts. It could include an opening statement to 'set the scene' this could include some basic judgement such as:
"Whilst tourism brings negative environmental impacts at this stage in the TALC model there are also positive impacts on the economy that bring many benefits to local people."

Both positive and negative impacts can then be considered in the main body of the response. Within the body of the analysis, candidates should go beyond describing the impacts to offer some consideration of the effects and consequences. It is usually more successful to analyse two or three different types of relevant or key impacts in detail than to try to analyse lots of impacts. The analysis could be in simple terms. In general, responses could be improved with:

- Structure
- Terminology
- Detail and development of ideas
- Application eg. Clear links to stage

For instance the above response could be improved as shown:
“There could be negative impacts <u>on the environment as well as positive economic impacts</u>. Scuba diving is popular with tourists due to Egypt’s beautiful underwater scenery and creatures <u>but this fragile habitat will be under threat</u> <u>at the consolidation stage because</u> <u>there will be a high number of tourists visiting</u>. <u>Therefore</u> as more scuba diving is taking place it is starting to put a strain on the <u>underwater</u> environment. Underwater scuba divers will scare the underwater creatures such <u>as fish</u> meaning that they will move elsewhere <u>and this will result in a loss of sea-life</u>. <u>This could have terrible impacts on local people who may traditionally earn a living from the sea and eat the fish.</u> <u>Furthermore increased numbers of visitors</u> on the beaches will mean that more waste <u>such as cans and plastic bags</u> are left behind. <u>Besides making the beaches look unattractive even more worrying is that this waste/litter can cause death to birds and sea mammals such as dolphins if it goes into the sea and isn’t cleared away. However, at this stage locals may not be concerned because there are huge positive impacts on the local economy and many locals will be employed in tourism in the hotels along the beach or running boat trips and they will be enjoying a better quality of life and facilities.”</u>

This extract outlines the causes of the impacts and details are provided about the effects and the consequences. A technique candidates can develop to help achieve this is by using linking statements to show the relationships and develop ideas ie ‘this means that’, ‘such as’, ‘however’, ‘this will’, ‘whereas’.

The analysis could be concluded by a statement looking at the overall consequences:
“In the long term however the locals will realise that tourism is bringing negative impacts which may be impossible to reverse and that their beautiful coastline could be ruined forever and they may end up resenting the tourists.”

Q2 (c)
This question was answered quite well by candidates who understood the requirements. However, even though it is similar to what has appeared on previous papers it was not particularly well answered by many candidates. Many candidates wrote about responsible tourism or sustainable tourism and knowledge of tourism management was limited. This question is about how management strategies can be used to minimise negative impacts. In this case, specifically negative impacts at coastal destinations. Candidates were required to justify their responses with examples studied. Where examples are asked for in such questions candidates are simply required to give detail of examples they have studied that show how the strategy they have explained might work. The command verb ‘justify’ may not have been well understood by some. Various approaches were taken by candidates. Some simply wrote at great length about examples they had studied but did not relate to

any kind of strategy. Others gave variations of the same strategy eg ‘restricting access’, ‘restricting visitor numbers’ and ‘restricting the number of boats’.
Few seemed to be able to offer even simple ideas relating to *education, zoning, visitor management.* Candidates sometimes gave a suggestion; for instance: “tell the snorkellers not to stand on the coral”. The method/strategy ie how this would happen was not clear. Some stated or described a method but did not explain how the method would minimise impacts; although where explanations were offered many were basic “to reduce damage”. Poor exam technique perhaps hindered many candidates.

This question has appeared before and candidates should be able to prepare for it. Firstly they should state the impact and then give the explanation. This should be detailed and relate to the requirements of the question. Where examples are required, the explanation could be followed by specific details that give evidence of research.

A typical example:
“Firstly **planned control** can help minimise the negative impacts by making detailed plans before development you can reduce negative impacts.”

Here there is some evidence of knowledge but the response is vague there are no details of what sorts of controls could be planned or what impacts would be reduced. This could have been improved again by clarity and focusing on the question – giving an explanation and relating to coastal areas.

For example:
“Firstly **planning control** can help minimise the negative environmental impacts. The local authorities could make detailed plans that control all new development. For instance they could state that there is no building immediately near the beach; how high buildings could be and control the materials and architecture to be used before development started. This would reduce negative impacts on the environment because development would be controlled to reduce visual pollution, keep the open spaces and the views and make sure new development are in keeping with the local style.”

Q2 (d) (i)
In general the question was not particularly well answered. Candidates were required to ‘describe in detail’ one tourism development proposal along the Red Sea Coast that would support the principles of responsible tourism. This is similar to previous questions and is followed by Q2 (d) (ii) which requires candidates to justify their proposal. As seen previously it was apparent that many candidates had failed to grasp what was required and this is a weakness. As already stated candidates often do not seem to recognise instructions given by command verbs and in this instance gave explanations to justify how the proposal followed the principles of responsible tourism. This was not required. The question required candidates simply to ‘describe in detail one proposal’ Q2 (d) (ii), the next question required a justification.

Candidates can score highly when they describe an appropriate proposal in detail, and the question allows for some imagination as well as understanding and application. In previous exam series, similar questions generated a variety of creative proposals however in this instance candidates did not seem to have engaged with the case study and suggestions were very limited. Some proposals were inappropriate such as *build a resort*. In order to maximise achievement across both these types of questions, candidates need to understand what is meant by a tourism development proposal and could study real developments in different localities with different objectives. Many new developments are designed to follow the principles of responsible tourism although it may be unlikely that all principles could be followed in one development. They could assess new developments to see the extent to which principles have been supported and identify any failings. Candidates also need to develop an ability to describe their proposal in detail without explanation.

Where candidates answered the question correctly the most popular proposal tended to be basic, lacking detail and along the lines of “build a small locally run hotel, employing locals, built using local materials”.

Q2 (d) (ii)

As in the previous series, this question was not answered well by most candidates and seems to be a key weakness. This was particularly evident where candidates had already partly answered the question in Q2 (d) (i). Whilst it was clear that many understood the principles of responsible tourism, few could apply the principles in any depth beyond simple statements such as:

“My proposal follows the principles because jobs will benefit the locals.”

Candidates needed to be able to justify their proposal with an explanation. Responses were often descriptive, too general and theoretical. Few gave clear explanations; principles were often implied rather than stated clearly. Rather than trying to show how proposals meet all of the principles a better approach could be to focus on perhaps two in detail. In the example above, the candidate could have extended the statement to say how, what kinds of jobs and explain precisely how locals will benefit from these jobs.

Q2 (e)

This question was not well answered by most candidates who were unable to access the higher marks. The question required candidates to ‘assess the extent to which travel organisations can support the principles of responsible tourism’. Whilst there were some creative and appropriate suggestions about what tour operators and airlines could do, only a very small minority showed any attempt to provide an assessment, although many gave an explanation. There was evidence of a good understanding of the role travel organisations could play however candidates lacked the ability to provide an assessment. This is a key weakness identified in previous series. In preparing for the examination candidates need to develop this skill and recognise assessment. There are standard techniques and strategies they could adopt to help develop these skills. They should recognise that they need to form an opinion or an idea based upon their knowledge or theory against reality, in this case of the ‘extent to which travel organisations can support responsible tourism’. They should also realise that in these types of questions there is no ‘right’ or ‘wrong’ answer but that they need to give reasons to support their view. Using phrases such as ‘to a limited extent’, ‘however there are limits’ or ‘in my view’ may help create a focus or starting point. ‘Evaluation’ is an assessment objective and therefore candidates should be prepared for these types of questions and know how to give their views and form ideas and be able to make judgments and justify their statements.

An example of a typical response:

“Tour operators can support the principles by educating their customers more about the destination and what is expected of them or how to behave. They could do this at the welcome meeting. Airlines could hand out leaflets during their flights with advice appropriate to the destination. This will educate tourists and promote respect.”

Here the candidate has simply suggested what can be done with some basic explanation. There is knowledge and understanding but no assessment.

An example of a better response:
"The travel organisations can only exercise responsible tourism as far as they are supported to do so. For instance if local people are totally against a development and won't get involved then companies will initially have to employ people from overseas. Tour operators can only educate tourists about negative impacts such as endangered species as far as the tourist is willing to listen to what they are saying. Airlines may be able to employ locals at the airport but not as flight crew as travel organisations cannot always employ locals if they do not have the skill or education for the more senior and skilled jobs."

Here the candidate has clearly presented an assessment and has used their knowledge of the principles of responsible tourism to make a judgment, form an idea as to how far the organisations can support them in reality. Obstacles have been identified and reasons given as to why there may be a limit on the extent to which the organisations can support responsible tourism. Much is implied and simply worded but the skill is evident.

Q3 (a)
This question was not well answered by many candidates although some did achieve over half the allocated marks. The question required candidates to select one destination to answer Q3 (a) and Q3 (b) and for Q3 (c) to describe how one negative impact has been minimised. Candidates did not seem to recognise that the question was testing knowledge of tourism management and techniques/strategies/methods used to minimise negative impacts. Where candidates actually started by stating the impact scores were higher. Some responses were muddled and more than one impact was given. Many candidates gave explanations rather than descriptions. Again, candidates are urged to read the question carefully to determine the command verb and what is required. For the higher marks evidence of research was required.

A typical example:
"Lake District – when tourists were walking around the Lakes they were not walking on paths so therefore eroding away landscape and endangering habitats of animals but by education of tourists and giving them guides they are sticking to the paths and gain a lot more information from the experience."

Here half of the response is about the impact and the 'methods' are theoretical. This candidate may well have researched or visited the area but there is no evidence of that research.

An example of a good response with the same negative impact:
"Peru – One negative impact that occurred was that trekking on the Inca Trail resulted in footpath erosion. This was overcome by ensuring all tours were guided at all times and groups had small numbers. They also banned trekking completely over areas that were most badly affected. Before anyone could go on a trek on the trail each person was asked to sign a code of conduct to say they would respect the environment."

Here the candidate has clearly stated the impact and given a description of how the impact was minimised. There is evidence of research.

Q3 (b)

This question was not well answered by most candidates. The question required that candidates used the same destination selected in Q3 (a), but gave a description of how one positive impact has been maximised. The responses suggest that this aspect is not well understood and although many candidates were able to score at least 1 or 2 marks even with general responses in Q3 (a), for this question responses were less successful. Many referred to employment, money or turned the negative into a positive impact. Candidates referred to maximising economic benefits and many were vague and muddled including lots of impacts. Some even used a different destination. Evidence of research was weak.

Typical examples of weak responses:

- “Antigua maximises the culture and history by using knowledge to educate tourists which comes in useful for employment. Guided tours take place and museums put on show the artefacts and this is useful to tourists.”
- “Dawlish Warren, Devon – by using local food in hotels Dawlish retained local culture and cut pollution to transport food. By using local food as a selling point they have encouraged more people to come creating a reputation for culture.”

It is clear from these examples that there is confusion over what is required and whilst the destinations may have been researched and there is some understanding, candidates do not offer evidence of research and there is no clear description of how one positive impact has been maximised. The topic ‘tourism management’ seems not to be particularly well understood by candidates and there appears to be some confusion and overlap with other areas of study. Candidates often write about principles of responsible tourism when asked about ‘how to maximise and minimise impacts’ they often do not refer to very real strategies such as ‘visitor management’ and ‘widening access’ that the questions are testing. Responses to this type of question could be improved by stating the impact and the strategy to show understanding and focus ideas.

Unit 8 Current Issues in Travel and Tourism 6994/01

Materials available
New support materials for assessors including a marking portfolio guide are now available on the Edexcel website.

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

Key Issues
Task a
Overall this was an improvement on the previous two exam series. Fewer candidates focused on an event rather than an issue however, in some cases the issue to be the focus of the research was not clear. Research plans in some samples were limited in detail however many gave a description of, rather than simply identifying the methodology to be used. A few candidates still produced retrospective plans.

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, candidates tend to submit an evaluation (task d) rather than show they are using their plan.

Task c
Candidates tend to use a range of sources of research including primary and secondary sources. Analysis is limited and evidence tends to be basic facts rather than clear analysis.

Task d
Evaluations often referred to the 'issue' or only the methodology used rather than their research project. Conclusions are mainly straightforward and subjective. Recommendations are limited and lack detail.

1. Assessment Evidence
The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task a candidates are required to produce a plan and in task b candidates need to show evidence of using the plan. There are four tasks for the unit as shown on page 97 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on page 155 of the specification.

For task b in some, but fewer than 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 any of the changes updated by the candidate and regularly reviewed by the assessor be submitted for task b. The evidence for task b should be evidence of a working document rather than a reflective account of changes.

Task a

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

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

The other evidence expected for this task would be a plan that shows the project aims and should consider the parameters of the study. There should also be consideration of the research methodology. To access higher marks then candidates should consider the level of detail included in the plan. For mark band 3 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.

There were a number of different topics covered. Most included an issue although some issues were not clear and or vague eg 'How has terrorism affected London?' Overall, there were fewer candidates whose research proposal covered an event rather than an issue which is encouraging.

The plans were varied in presentation. Some showed detail although this varied between centres. The methodologies were often described in some detail and some made an attempt to give an explanation of how the project aims will be met and an attempt to explain how the research methodology to be used. Parameters were evident in some samples but not all. Timescales were usually given and were realistic. The plan should be submitted before the project is carried out. The plan should not be retrospective as was the case in some evidence. Task d provides the opportunity for reflection and proposals for change.

Task b

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

Evidence expected would show how well the candidate worked independently and how well the candidate followed the research plan to meet the aims and timescales. Evidence could be presented as an updated plan with details of what was completed and which deadlines were met or a statement from the candidate. At mark band 2 it is expected that the candidate will update the plan, not just state what they did. In this series, as with June, there were some plans that just included a description of what was achieved or not achieved. The evidence was limited in terms of working documents capturing and updating usage. Those candidates that did show some changes to the plans often did not show the rescheduling of any aims or timescales. There was overall limited evidence relating to contingency plans.

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

There should be evidence of research undertaken that links to the research proposal issue. For a few candidates, often those whom did not have a clear issue presented in a, the evidence was difficult to ascertain its purpose. The research should be that as indicated in the plan (task a). For many candidates the methodology did follow the plan but often additional sources were used but with no indication why, ie the plan was not updated to indicate why additional research was necessary (task b).

Evidence expected for this task is a bibliography or referencing indicating the sources used. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidate use the Harvard referencing system precisely although some similar format would be expected. At the higher mark range then the text should reflect and use the research rather than simply state the source used. There should also be evidence that the 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. In some samples this was evident which was encouraging.

There was overall an improvement for this task. Most candidates did attempt to reference and source work as well as submit a bibliography or terms of reference. There usually was a range of different sources used rather than just a range of websites. Some candidates exceeded sources identified in plan however; candidates gave no explanation of why these sources were required (task b).

Evidence of the effect of the issue on the travel and tourism industry or one of its component sectors should be analytical rather than a description of findings of the issue. The quality of the analysis varied. There was some very detailed analysis in some samples yet in others the evidence tended to be basic facts or descriptive. In these cases there was a tendency to describe the findings and present basic facts rather than to analyse findings. This was not the case in all centres and where it most happened was when candidates used an event rather than a current issue or where an issue was not clear. Whilst some candidates did relate the analysis to the impact on the travel and tourism industry others were general in the content.

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

Evidence for this task was expected to address the project and the methodology used. Overall more candidates did evaluate the project as a whole however the content was often very brief. There were still a number of candidates however that just evaluated the methodology rather than the whole project or some the finding from task c. For example, there was often very limited or no evidence relating to the timing of the project. Some candidates considered the aims of the project but few really evaluated the appropriateness of the aims and how well they met the aims.

In many the acknowledgements of the limitations was brief. Recommendations tended to be made but again these often lacked detail. Few gave justified recommendations. To access the higher marks then learners should give depth in the evaluation and use the evidence to aid objective conclusions. Many did not consider the evidence and simply just wrote a subjective and superficial evaluation of the proposal.

Some candidates simply just described what they did to meet the aims. In summary recommendations for improvement did vary. Some were basic recommendations whilst a few really considered the suitability of the project and used the evidence to justify recommendations for future projects.

Candidates should consider the questions, such a 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? eg use different newspapers? Change my methodology? Choose different issue? etc
- What would I do the same if I did this research project again?
- What have I learnt from this research project?

2. Marking

Generally, marking was generous. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three marks bands. Assessors should first determine the mark band statement that 'best fits' the evidence submitted. A note should be taken of command verbs and discriminators for each statement. For example, where task d requires an evaluation then if work is descriptive then mark band 1 applies, mark band 2 could only be considered appropriate if candidates show some evaluation with some reasoned conclusions. 'Best fit' would need to be considered where there are descriptions and some evaluation to determine if mark band one or two is best fit. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. Taking the example above, there are clearly weaknesses if mark band 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 in a few centres was slightly generous. The key weaknesses were often the detail in the plan. Many candidates submitted a project proposal, which identified and described the aims rather than describe in some detail. Often the proposal too lacked detail. A significant number did have vague issues.

Task b

Marking of this task was generous. The plans were often updated in parts however the candidate comments referred to what was achieved or not achieved rather than the updating and rescheduling of the plan with new deadlines. Few showed evidence of the plan been regularly updated. Normally there was just one final plan so it was difficult for moderators to ascertain specifically what was had changed and what was updated. The evidence often did not show the plan was regularly updated. In some centres however, assessors had regularly documented the candidates updating on the plan. This aided the capture of plan updating.

Task c

Marking of this task was usually generous when awarding high mark band 2 or mark band 3. Often research was evident however in some samples the use within the body of the text was very limited. When awarding mark band 3 there should be clear and comprehensive analysis of the issue and its effects on the travel and tourism industry. In some evidence the analysis lacked detail and just gave facts rather than detail. Few candidates gave an explanation of the need to access additional sources. In some samples awarded marks at mark band 2 the analysis was limited and mainly descriptive and had basic links to the effect on the travel and tourism industry.

Task d

Marking of this task was generous. Few candidates presented any detail in their evaluation. Many candidates gave basic recommendations. There was a number of candidates that did not evaluate the whole project instead only the finding in task c or only methodology used. There was a tendency to give marks at the top of the mark range yet there were no traits of the higher mark band evident. Some samples awarded mark band 2 had subjective conclusions.

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

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

Annotation on coursework was in some centres limited. When used it should highlight where key evidence could be found, eg specifically where explanation, analysis, evaluation etc could be found, this is helpful to the moderation process.

In task a annotation could be used to highlight clearly where candidates show detail of the proposal and plan indicating the appropriateness of the timescales set.

In task b 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.

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

For task d the assessor could highlight where the candidate had evaluated and given recommendations. When higher mark bands are awarded assessors could have highlighted where justification of recommendations and reasoning in the evaluation is.

4. General Comments

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

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

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

Unit 9 Working in Travel and Tourism 6995/01

General Comment

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

Assessment evidence

The tasks for the unit are set within the specification. There are three tasks for the unit and shown on page 110 of the specification. Task a can be completed within a team; however tasks b and c should be completed individually.

Assessment evidence can be in many different forms to allow for learning preferences and strengths to be accommodated. Most tasks could be evidenced through written reports, but there could also be witness testimonies of oral presentations with supporting notes.

The tasks are:

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

AO1

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

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

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

Task a

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

The first part of this task requires candidates produce evidence of their participation in a team.

Most teams 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 some gave a lesson on the topic they were researching for the Current Issues in Travel & Tourism unit to other students. On a few occasions non Travel & Tourism events were being organised, for example organising a meal in a restaurant. The evidence produced to show a role taken within the team varied; however most consisted of a description of their job role and responsibilities, minutes/logs of meetings, letters to organisations, risk assessment forms, witness testimonies from both peers and assessors.

Some candidates completed their evidence after the event took 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, for example, in the form of a log book/diary which they use from the beginning to end of their event which is regularly updated, costing of the trip, evidence of researching accommodation, for examples letters, names of hotels that were researched, criteria used to make decisions on, table/spreadsheet to show how and when the money is being collected; whatever is applicable to the particular event. All minutes of meetings and agendas should be included for every meeting of the group.

Candidates are still giving lots of theory on teamwork for example, Belbin, which is not a requirement of this task. Candidates need to make sure they have a significant role within their team; however this is very difficult if there is a large team of students organising a day trip. It often means that candidates are doing straightforward tasks, for example, designing a poster to promote their trip or ringing the bus company and booking buses which are not deemed as significant roles.

There is no need to produce huge amounts of evidence for this task, this can be achieved in less number of pages; candidates should focus on the quality of their evidence and not the quantity of it.

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

The second part of this task required candidates to produce evidence to show if their participation was effective and what contribution they made to completing the task and also recognise the contribution of others within the team. Candidates predominantly used witness testimonies completed by assessors, an evaluation of their own performance and that of their peers and questionnaires completed by their peers. Candidates are encouraged to draw their evidence from a wide range of sources. Candidates largely do not show evidence of dealing with conflict. They often say conflict has occurred within the group and they had a meeting and sorted it out, but not how they sorted it out. 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 addresses AO1 – *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts and AO3 use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.*

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

Candidates are beginning to cover a range of employment. They should be encouraged to look at a range across the sectors and within each sector they should cover a range of positions at different levels in order to gain higher marks. However candidates who provided good details of the jobs tended to produce minimal analysis of the opportunities and focused 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 refer to journals, up to date textbooks, industry specialists, career advisors, employment agencies etc.

Candidates need to show evidence that the research has been obtained independently. By referencing their work throughout candidates have the opportunity to show independence. Many candidates evidenced this through the assessor stating that sources were acquired independently or candidates signed the bibliography.

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

The final task requires candidates to produce a detailed career development plan based upon a personal skills audit using information from a wide range of sources.
A wide range of career plans were produced, however some lacked detail and were not clear and often they were disjointed with no clear progression from one stage to the next.

Some candidates CDP were focused in the medium term, steps were not well explained and statements were generalised. Often well thought out and detailed CDP's were not supported by evidence from the PSA. There needs to be some evidence of career progression and the plan should include long term goals for the next five to ten years. For the higher mark bands there should also be evidence of a link between the personal skills audit and the career development plan as the skills are used to formulate the career plans.

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

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

The second part of the task required the candidate to produce a personal skills audit. The construction of a personal skills audit was carried out with a degree of success.

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

Additional Evidence

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

2. Marking

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

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the mark band descriptors. For example, in task a annotation could highlight clearly the potential difficulties in meeting the objectives or the potential conflicts which may arise and solutions proposed and implemented. In task b annotation could show where the candidate has provided some analysis of the nature and range of employment opportunities and the skills and qualities required for a successful in the industry. In task c annotation could highlight where the candidate has used the personal skills audit when completing the career development plan. If annotation was against the relevant statements, the moderator need only look at this to be able to draw a conclusion regarding the accuracy of the marking. Centres are encouraged to annotate throughout the candidates work, and should note that Ticks are not annotation. Page numbering of candidates work cross referenced to the tasks would be beneficial to the moderation process.

3. Administration

The deadline for submission of portfolios for moderation was not always met, although OPTEM forms were correctly completed.

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

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

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

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

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

Unit 10 Promotion and Sales in Travel and Tourism 6996/01

General Comments

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

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

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

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

Q1 (a)

Most candidates did score at least 4 marks here although many failed to describe skills and qualities unique to a call centre environment rather than a selling environment in general. This meant they restricted the number of marks they could attain.

One good answer can be seen below:

1. "1. Need to be clearly spoken so that the customer on the other end of the phone can clearly understand what they are being told.
2. Staff need good listening skills and to be able to listen for a sufficient period of time.
3. Staff need to be knowledgeable and to be able to answer questions fully and quickly."

Q1 (b)

The majority of candidates could describe two features that should be highlighted to the group to sell the holiday. However some candidates used features such as "ski school for beginners" which only related to part of the group and this cost them marks.

An example of an answer that scored maximum marks can be seen below;

"Feature 1: Slopes/Runs.

There are beginners, intermediate and advanced runs that suit this group as they consist of lots of different skiing abilities.

Feature 2: Apres Ski clubs, bars and restaurants.

The group wanted lively entertainment and there are lots of bars and clubs in this lively town."

Q1 (c) (i)
Generally saw marks in the 2 or 3 mark area with few candidates gaining the full 4 marks. Most candidates made suggestions on how to overcome the objection but could not go on to explain the benefit of the feature identified.

A typical example can be seen below;
“The call centre can suggest that there are alternatives such as snow boarding that the beginners can try. They can go to ski school and have private tuition. Or they could take a break and go to the swimming pool, sauna and try other activities.”

Q1 (c) (ii)
Candidates did not pick up on the techniques call centre staff could use to sell to groups. Answers tended to be generic not relating specifically to call centres. Many candidates answered in general to selling skills discussing techniques like ‘upselling’ rather than explaining techniques used in call centres and in situations when selling to groups as opposed to individuals.

One response that did score well can be seen below;
“They could get the leader of the groups name so that the call centre can keep referring to that person so all the groups’ ideas and questions are said through that one person.”

Q2 (a)
This was well answered by most candidates, however, only a few received full marks. Most candidates received 2 or 3 marks for good descriptions of the two types of market research but there was little or limited evidence of candidates showing their full understanding of the key differences.

One answer that received full marks:
“Primary research is field research that includes collecting information themselves using external methods such as questionnaires. Secondary research is desk research that involves looking at research that is old such as sales records. This is cheaper but can be less accurate than primary.”

Q2 (b)
This was generally answered well with most candidates able to gain maximum or close to maximum marks.

A good answer is outlined below:
“Look at competitor websites to see what products they are offering and for what price then they can attempt to match them. Look at sales records and see which part of the park is doing well and what areas aren’t.”

Q2 (c)
This was disappointing in that most responses only gained marks at the lower end of mark band 2. Most candidates commented well on the effectiveness of the questionnaire in relation to target markets in terms of age and geography, but less well in commenting on promotional activities. In many cases candidates just commented generally on the style or structure of the questionnaire so only gained 2 or 3 marks for their descriptive or general responses as regards questionnaire design.

One typical response that gained marks from mark band 2 can be seen below;
"The questionnaire is good as it gathers the information required by the different segments that CHP is using (the age and geography). The Your Details section of the questionnaire tells you all you need to know about the age of each person and where they live. There should be extra fields for 'county' which would give CHP a better understanding of the geography segment and they could see where most of their customers are coming from. They will be able to gather all the results up and come up with a chart. They can then use this to help them with their target market segments and what age to advertise to."

Q3 (a)
The answers seen to this question were disappointing. This is a question that has appeared on the paper before. Candidates need to know the definitions of promotional techniques but all too often it was evident that they did not. Many candidates confused direct marketing with market segments. Advertising was better described although still too many candidates just gave examples and therefore did not gain maximum marks. Many candidates were confused by sales promotion and gave generic answers relating to selling.

One answer that received 3 marks overall was:
"Direct Marketing – by sending mail to them
Advertising – Through billboards, radio
Sales Promotion – Giving a discount."

These answers could easily have gained maximum marks with a little more detail in the description.

Q3 (b)
This was answered by most candidates. Many candidates did not link their response to the three objectives listed in the question so limiting their marks to 4/5. The majority of responses included comments on the potential effectiveness of objective one and three with most candidates showing some confusion over the understanding of what is meant by 'market share'.

One good response can be seen below:
"Raising awareness of the brochure is to promote the brochure to prospective new customers rather than past ones and Edutours are not clearly doing that. The offer may increase market share however only attracting previous customers back will hinder this.Increasing early sales by 10% by 15th October is unlikely as their offer to increase early sales by booking before the end of October is too late. Customers can still get the deal if they book after the 15th October so they may not achieve this goal.
However the sponsorship of the special needs children will raise awareness especially amongst the disabled."

Q3 (c)
This was a different type of question for this exam, however the specifications do expect candidates to learn to design effective promotional materials. Overall the weakest section of this question was the target market. Relatively few candidates made reference to education groups, teachers or pictures showing this target market. All of these would have allowed candidates marks for target marketing.

Q3 (d)
This question was very poorly answered. Few candidates appeared to realise what a display was. Many of those that did tended not to think of the target market and appropriate places for the display to be placed. Candidates that gave 'two ways', scored well, but many could not justify their suggestions fully or correctly for the target market. Many suggestions were vague – travel agency windows, trade exhibitions – which were inappropriate for the target market.

Q4
This showed an improvement on the last series with many candidates gaining marks in the level 2 mark band. Some candidates still gave theoretical responses about economic factors eg interest rates and inflation or even missing the theory and talking about the costs of promotional activities, giving no link or analysis to Edutours. Those candidates that developed their responses to apply them to Edutours achieved 5 or even 6 marks. Many responses showed an awareness of the need to budget and how the cost of promotional activities varies and may need careful planning as a result of external economic factors. This was good to see.

Q5
If candidates choose examples of promotional campaigns they are now scoring better on this question. However a sizeable number of candidates do not choose promotional campaigns. Often they choose one promotional material such as a Virgin Airlines TV advert, or they choose the entire marketing of an organisation such as Flamingo Land.

One answer that scored maximum marks can be seen below:
"Thomas Cook tour operator has an objective to increase market share in the UK and to increase sales by 10% by June 2008. To help achieve this Thomas Cook are using Direct Marketing by sending an email to existing customers. They are advertising on national television once a day for a month and have large billboard posters offering contact details to receive great deals."

Q5 (b)
This is where candidates need to analyse the effectiveness of the campaign described in Q5 (a) Most candidates did attempt this but analysis was limited.

One candidate response which scored 4 marks can be seen below:
"The email (direct marketing) is offering deals unavailable in store or on the web which shows the customer that they are special, this is very likely to attract previous customers to purchase holidays from Thomas Cook again thus helping to increase market share. Television adverts are a great way of advertising to a wide range of customers so many different types of people will be able to see the advertisement it is likely that a lot of the people watching the advert will take action and possibly look on the web or pop into a Thomas Cook travel agents in order to check out the best deals available which will increase sales and awareness."

The specification states that candidates should learn to investigate promotional campaigns undertaken by travel and tourism organisations so that you can evaluate their effectiveness.

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 ie describe, explain, analyse etc.

Unit 11 Special Interest Holidays 6997/01

This was the third series for the moderation of this internally assessed unit. This report comments on the marking from this series, however, only six centres submitted candidates' work and therefore this report may not accurately reflect on 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.

1. Assessment Evidence

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

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

The tasks are:

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

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

b. Prepare an itinerary for a special interest holiday based at one destination and explain how the itinerary meets the needs of tourists as detailed in a pen portrait. This should have been provided by the teacher/tutor.
c. Compare the features, tourist types and popularity of two different types of special interest holidays; one involving a tour and one based at one destination. Features are in the specification and could be used as headings in any evidence.
d. Assess the factors which influence the popularity of two types of special interest holidays; one involving a tour and one based at a destination.

Special Interest Holidays

Most candidates confused special interest holidays with destinations. The tasks asked for specifically 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.

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 statements such as "cultural and religious holidays are mainly in Northern Europe". Clearly this is not a correct statement or an appropriate one.

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 eg 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, that it is current and relevant.

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

In this moderation series this task was generally well done with pen portraits submitted and clear links made between the tourists' needs and the proposed itinerary. The explanation showed more detail.

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.

There should be evidence of a range of research undertaken and acknowledged through a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidates use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence for the higher bands that the candidate has obtained sources independently. This could be a statement from the candidate or assessor indicating how the sources were obtained to confirm the independence. In the samples of work submitted for moderation in this series it was clear that for some candidates there was a definite misunderstanding of the demands of the task where destinations were chosen and the skill of comparison was not used appropriately.

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 was descriptive and generalised in the comments included rather than an assessment. The factors to be considered are stated on Page 130 of the specification. Research should be from a range of sources and identified in a bibliography.

In some of the work moderated in this series it was clear that some candidates had not use the factors as outlined in the specifications on Page 130. 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 from which marks could be awarded.

2. Marking

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

Task a

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

Task b

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

Task c

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

Task d

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

3. Administration

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

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

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

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

Annotation on coursework is not a requirement but if used to highlight where key evidence could be found e.g. specifically where explanation, analysis, evaluation etc could be found, this is helpful to the moderation process.

In task a annotation could be used to highlight clearly where candidates are locating destinations for each special interest holiday map, identification of transport links and the geographical distribution of the types of holidays. In task b annotation could identify whether the needs are straightforward or complex and where there is an explanation linking the itinerary to the tourists' needs. In task c annotation could highlight where a comparison has occurred and whether it is basic/detailed/comprehensive and where referencing and research has taken place, also whether conclusions have been drawn from statistical data. For task d the assessor could highlight where the candidate had made an assessment and referred to statistical data and where evidence researched had been used to substantiate the assessments made. Some centres provided annotation, which was appreciated.

4. General Comments

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

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

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

GCE Travel & Tourism Grade Boundaries – January 2008

Unit 1: The Travel and Tourism Industry (6987)

Grade	A	B	C	D	E	N
Raw mark	62	53	44	35	26	17
UMS	80	70	60	50	40	30
Cum %	0.0	0.4	7.4	38.0	77.0	96.2

Unit 2: The Travel and Tourism Customer (6988)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30
Cum %	0.5	9.4	18.2	35.4	57.3	72.9

Unit 3: Destination Europe (6989)

Grade	A	B	C	D	E	N
Raw mark	46	40	34	29	24	19
UMS	80	70	60	50	40	30
Cum %	9.1	20.5	53.4	77.3	90.9	96.6

Unit 4: Destination Britain (6990)

Grade	A	B	C	D	E	N
Raw mark	45	39	33	28	23	18
UMS	80	70	60	50	40	30
Cum %	0.0	3.5	16.8	48.7	71.7	79.6

Unit 5: Travelling Safely (6991)

Grade	A	B	C	D	E	N
Raw mark	62	54	47	40	33	26
UMS	80	70	60	50	40	30
Cum %	2.9	22.5	53.9	73.5	86.3	98.0

Unit 6: Resort Operation (6992)

Grade	A	B	C	D	E	N
Raw mark	46	40	35	30	25	20
UMS	80	70	60	50	40	30
Cum %	0.0	8.0	12.0	52.0	84.0	88.0

Unit 7: Responsible Tourism (6993)

Grade	A	B	C	D	E	N
Raw mark	62	52	42	33	24	15
UMS	80	70	60	50	40	30
Cum %	0.2	2.9	17.0	47.4	79.3	95.5

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

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	24	18
UMS	80	70	60	50	40	30
Cum %	1.2	4.8	21.4	56.0	83.3	92.9

Unit 9: Working in Travel and Tourism (6995)

Grade	A	B	C	D	E	N
Raw mark	48	42	36	30	25	20
UMS	80	70	60	50	40	30
Cum %	4.4	11.1	17.8	44.4	62.2	80.0

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

Grade	A	B	C	D	E	N
Raw mark	63	55	47	40	33	26
UMS	80	70	60	50	40	30
Cum %	0.5	2.2	21.7	54.3	83.7	95.7

Unit 11: Special Interest Holidays (6997)

Grade	A	B	C	D	E	N
Raw mark	48	42	39	30	24	18
UMS	80	70	60	50	40	30
Cum %	5.0	10.0	10.0	10.0	30.0	45.0

Unit 12: Travel Organistions (6998 01) – NO ENTRIES in 0801

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