

Examiner's Report

January 2010

GCE

GCE Travel & Tourism (6989/01)

Unit 3 - Destination Europe

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January 2010

Publications Code UA022621

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6989: Destination Europe

This is the ninth series that there have been entries for this unit. Reports are available for each series on the Edexcel website www.edexcel.com. Centres that have been moderated will have a moderator (e9) report which can be accessed via Edexcel online.

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

Changes observed

The majority of work submitted continues to be well organised and the evidence easier to find than in the past. Appropriate supporting documentation including mark record sheets, assessor feedback sheets and authentication statements were more prevalent. Some centres have clearly acted upon feedback given either through the moderator's reports to centres or from the Principal Moderator's report for previous series. Research evidence is now included by many students. All of these helped improve performance and achievement for many. Please note that if work has been improved and re-submitted all tasks are re-moderated, it is not possible to select and moderate by task alone; the whole portfolio needs to be seen and moderated. Some students are presenting evidence in the form of role-plays or power-point presentations - particularly for tasks b and c. This is acceptable evidence but must be supported by detailed observation records and witness testimonies completed by the assessor to show how assessment decisions have been reached.

Common Weaknesses

Task a)

As in the last series, students are still unnecessarily showing all possible transport routes for each destination category. They should choose the most appropriate methods and relevant gateways for each category. Where separate maps of UK networks and gateways were included, they did not show how to access destinations located. Where road and rail networks are shown they were often not labelled. The most appropriate routes to access each destination should be shown and labelled for the higher mark bands. The location of countryside areas is a weakness areas shown are vague, inaccurate or else mountain ranges and not appropriate.

Explanations did not always relate to the features as given in the unit specification, some gave detailed descriptions of destinations rather than explaining the how features are used to categorise destinations.

Task b)

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

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

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

Task c)

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

Task d)

For this series some students continued to include recommended accommodation - this is completely irrelevant to the requirements of the task. Some pen portraits continue to hinder candidate achievement either by providing only straightforward needs or else by providing a complex journey.

Assessment evidence

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

Task A

Evidence Requirements

This task targets Assessment Objective 1 (AO1): the candidate's knowledge and understanding.

It has three parts:

- **Six maps, one for each category of destination** (listed on page 33 of the specification). Each map should locate the appropriate European travel destinations popular with UK tourists and highlight the relevant gateways, road and rail routes from the UK.
- For each category of destination, an **explanation of the features** that differentiate them with examples.
- An **explanation** of the difficulties in categorising some destinations, with examples.

The evidence expected for this task would therefore be six maps; one for each type of destination.

There should be some discrimination in the selection of destinations to be located, between all possible destinations in a category and those that are most popular. This can be achieved through research; for instance the 'Top 10 City Break Destinations'. It is not expected that in each category students 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. Students should research *the most appropriate transport route/s and gateways* used by UK tourists to reach *each destination located*. They should not show all possible routes and gateways on each map. Where emerging destinations are shown these should be clearly highlighted to show that they have recently become popular. Detail shown should be relevant to the category of destination; for instance for 'coastal areas' it could be expected that the seas and oceans are labelled; that air travel would be most appropriate to access many coastal destinations and so airports located would be named; that road routes are labelled to give the names of motorways or the road numbers of major routes.

The evidence expected for this task would also include an explanation of how features are used to differentiate categories. The features are listed on page 34 of the specification in topic 3.2. Students would not be expected to refer to all types of features for each category as some will not be important. For example, students 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. Students should show their understanding of how destinations are differentiated into different categories. For example they will identify which are the most important features for each category. They could first of all consider the purpose of travel (short break, business meeting, main holiday, package holiday etc.) to the category of destination and why holidaymakers choose to go to there; what kind of tourist

activity will take place there. This information can help explain why some features are more important than others. For example in countryside areas, landscape could be considered the most important feature in categorising the type of destination. In their explanation examples of landscapes in the countryside destinations located will be used to support explanations, descriptions will not be needed. The evidence for each category will demonstrate that students 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, students need to consider also the difficulties experienced. This could be recorded and then inform the final part of this task - an explanation of the difficulties encountered in categorising destinations. This explanation should make clear reference to features and examples of specific features in specific destinations can be included to support the explanation.

Candidate Performance

The evidence submitted continues to show significant improvements since the last series across all aspects. Fewer students included too many destinations and there was more evidence to suggest the 'top ten' had been researched and selected. Marks awarded are now more frequently at mark band 2. There was a clear improvement in attempts to show access and transport routes to *each destination* located on maps, although these were in the minority. There was also an improvement in labelling *relevant* routes and gateways rather than all possible routes. Maps tended to have more detail - such as airport names.

Some students had clearly researched appropriate transport routes and gateways and obtained details such as airport names and road numbers to add detail. Students should be encouraged to label their maps with the destination names, airports etc. It is recommended that they should complete all their research and know what will need to be labelled in the preparation stage so that they can then plan the map layout and decide on an appropriate size of map and labels.

As seen in the previous series, there continues to be an overall improvement in the explanations with fewer students describing the features of destinations. Although as indicated previously some are describing the features of selected destinations - this can be accepted as exemplification only where an explanation is also given. The explanation should explain how the features are used to categorise each type of destination.

There was an improvement in the use of examples of features and destinations to inform and support explanations. This could be improved further to show how the similar or shared features helped categorise different types of destinations. Whilst examples of destinations and features are required to access higher marks they should be used to support the explanation. The inclusion of examples does not move the work into higher mark bands it is the explanation that is the discriminating factor.

The vast majority of students included an explanation of the difficulties in categorising destinations. Examples of overlaps and destinations that could belong in more than one category were given. To access the higher mark bands, examples should support explanations with reference to specific features of destinations that overlap. The explanations of difficulties continue to lack the detail and reasoning seen in the explanation of the differentiation of categories needed to access mark band 3, most were just one short paragraph.

Improving Performance

As suggested later in the section on task c) most students do not give evidence of research conducted for task a) although this offers an opportunity to give evidence of different sources, in particular non web-based research. Although from the limited evidence seen it would appear that most rely on text books for this task. However, a great source of information task a) and possibly more up to date, knowledgeable and reliable could be a friendly local travel agent. A travel agent will know the most popular destinations, may have access to industry reports and will also know of emerging destinations.

It would perhaps not be wise to inundate a busy travel agency with lots of requests for the same information, or countless visits from students. Perhaps a group visit could be arranged or the travel agent could be invited to college or school as a guest.

It seems that students and centres feel that all their research has to be independent to access the higher marks in task c. However accessing a knowledgeable source and forming links with the industry can be very valuable and students should not feel they will be 'penalised' in task c if some of the research for task a has been gathered as a group activity. The students aiming for higher marks will be able to show evidence of independence elsewhere. If speakers are used as a source, full details should be provided by the students in terms of date, name, job title plus details of information collected.

A helpful travel agent could also supply the college/students with back copies of brochures that students could use for their research. Students should be aware that tour operator brochures are very expensive to produce and are used to sell holidays. They should always make use of old copies rather than helping themselves to all the current brochures on the shelves.

Discussions could be held with students to work out how they can tell just from using a couple of 'Summer Sun' brochures which destinations are 'the most popular' and which are 'emerging'. Brochures will also help students understand appropriate transport routes to different categories. For instance they could compare a City Break Brochure and Summer Sun and just look at transport options. A good starting point would be to obtain Summer Sun, City Breaks and Lakes and Mountains brochures from two of the leading tour operators.

Suggested questions for activities using brochures to help prepare maps -

- What categories of destinations can be found in this brochure?
- How can you tell which are the most popular destinations with tourist from the UK?
- Select your top ten from these brochures to locate on your map.
- How can you tell which destinations are newly emerging in popularity?
- Select two to show on your map.
- How do tourists get to these types of destinations?
- What transport options are available to travel from Birmingham, London, Edinburgh, Leeds and Exeter?
- Which gateways are used?
- Is there a difference between transport routes and gateways in these brochures?

Brochures can also be helpful when teaching students about features and how these are used to categorise destinations. A close study of one destination in each brochure will show that in order to 'sell' the destination key features will be highlighted and described in detail.

For the explanations in task a), students could adopt a useful technique to help structure their work to show they understand categorisation. Students should use their own judgement, there are no 'right or wrong answers'

For each category

1. State which are the four or five most important features for this category.
2. Use a subheading for each important feature - explain why this is important and give examples to support explanations. E.g.:

Climate

"Climate is the most important feature when categorising coastal areas because most people who visit coastal areas will be travelling in the summer and looking for an escape from the cold and wet British weather. They are looking for a summer sun holiday and expect warm, dry sunny weather. For example - the temperature in August in Costa Brava is, the rainfall is and there are ...hours of sunshine"

3. After the 'most important features' have been explained - end the section with the features that are not important in categorising this type of destination.

"I decided that 'transport and communication links' are not that important in categorising coastal areas because people are prepared to travel across the world to see beautiful beaches and enjoy hot weather, far beyond Europe. Most of the destinations I have located on my map are fairly accessible anyhow and I don't think people choose a coastal area based on how quick it is to get there. They will want to relax in the sun and in my opinion access to the Internet will not be an important factor either".

Task B

Evidence Requirements

This task targets Assessment Objective 2 (AO2): the candidate's ability to apply their skills and understanding.

It is in two parts:

- A description of the key features that give the selected European travel destination **appeal** to different **types** of tourists.
- An **explanation** of how the recommended **destination** meets the needs of a tourist whose needs and circumstances are given to the candidate by the tutor in the form of a pen portrait.

The emphasis of this task is key features and their link to appeal. It assesses whether students can apply their knowledge of key features and appeal to one destination and whether they can make recommendations to show that the destination is suitable in meeting tourists' needs. The students should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and circumstances. Some suggestions can be found at the end of this section.

A destination, not an island or country, should be chosen, this should belong to one of the categories of destinations used in task A. Students 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. To make it apparent that key features have been discriminated so as to access the higher marks, students could include an introduction to their description in which they identify the key features and indicate why other features do not contribute to the appeal.

There should be reference to its appeal to the *different types of tourists* as given in the unit specification on page 36. There should also be a *separate* and clear explanation of how the destination meets the needs of the tourists and *links between specific features* at the destination and needs would be expected. For the higher marks, it should be apparent that complex needs have been met.

Candidate Performance

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

Task b) continues to be the weakest area of this unit. Many students still approached this as one task not two. They tended to consider features in terms of the tourist in the pen portrait only. However, there was an improvement in some work where students had considered the overall appeal to different types of tourists within their descriptions. There was no clear indication they had selected those *key features* that give the destination *appeal* in order to show *discrimination* - this often relied on assessor comments stating that key features had been discriminated. Students should make this clear themselves .

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

Summary of issues

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

1. Many pen portraits still refer to recommending a holiday and evidence relates to the components of a holiday. For example - under the feature 'transport' students write about the options in terms of carriers, timetables and costs, for 'accommodation' they select suitable accommodation rather than considering the destination's provision of accommodation, under 'attractions' they write about what tourists can do, day trips etc.
2. Key features that contribute to appeal are not discriminated.
3. The appeal of features at the destination to different types of tourists is not considered in the description.
4. The description and explanation are merged - resulting in descriptions that lack detail and limited explanations.
5. Complexity is not clearly addressed.

Note that

- Features are given in the unit specification, see 3.2, page 34.
- Different types of tourists are suggested in the unit specification, see 3.3, page 34

Improving Performance

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

Pen portraits

Pen portraits used are not always suitable for the task. Pen portraits should be supplied by the assessor to ensure that they allow for consideration of complex needs to access the higher mark bands.

Details should be given in terms of needs and circumstances in relation to selecting a destination and not a holiday. Including details such as budgets tends to lead students to gathering prices of flights, transfers, all inclusive deals etc and this is not appropriate. In terms of budgetary restrictions being included as a need, it would be expected that one of the destination's key features would be 'cost of visiting and living'. Therefore, if the tourists are on a tight budget the students would need to select a destination that offers cheap fast food/snack bars and budget accommodation in the form of hostels or campsites. During the current recession and the strength of the euro against the pound a European destination outside the euro-zone would be an immediate choice.

There seems to be confusion between 'needs' and 'wants'. Needs refer to essential requirements, wants are non essentials and could be considered to be preferences.

Pen portraits often refer to tourists who

- 'want somewhere warm and sunny'
- 'want to play golf'

These are not essential and so are not needs. Complex needs are a 'must have' in that if the need is not met, it could cause a problem.

Through group work or role plays students could be presented with pen portrait details and practice identifying what the needs are and whether they are straightforward or complex. Further suggestions including classroom activities can be found in the Moderator's report for the June 2009 series.

Higher marks are scored where work is clearly organised and presented. This applies to all tasks. In task b good practice would be to make use of sub-headings to help students present their work and ensure everything is included and all requirements are met.

Students could be given a structured format to follow to present their evidence and a checklist to help them check that they have included everything. A suggested format and checklist can be found in the June 2009 series Moderator report. Note that a well organised structure, supported by appropriate annotation is helpful for all tasks as moderators can easily find the assessment evidence.

Other types of evidence

Evidence for this task could be gathered from a role-play activity, this may be more accessible for some students. It could for instance be designed around an induction or recruitment activity for a tour operator.

First they could deliver a presentation on their chosen destination in which they describe the key features that give the destination appeal to different types of tourists.

Second they could explain why the destination meets the needs of the tourists in the pen portrait. For higher marks explaining how complex needs are met.

This evidence would have to be well supported with documentation produced by the assessor to show how assessment decisions have been reached. Reference to mark band statements would be required.

Task C

Evidence Requirements

This task targets Assessment Objective 3 (AO3): the candidate's ability to research and analyse.

This task is in two parts:

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

For the first part of this task, evidence of research should be provided for *all tasks* a, b, c and d. A bibliography is expected as evidence 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 students 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 to access marks beyond the mid/entry point of mark band 2. This could be a detailed statement from the candidate endorsed by the assessor that indicates how the sources were obtained and what help, if any, was provided to confirm that research was conducted independently. Students are expected to consult a range of sources for all tasks, beyond the internet. They could consider maps, 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. Students should analyse how each factor has contributed to the growth in popularity and appeal. In addition, there should be consideration that some factors can be controlled by the destination itself to maximise popularity and appeal; for instance in terms of government and local authority planning, regeneration, reduced taxes, attracting inward investment, tourism planning, publicity, exhibitions and so on. There should be analysis of what the destination has done to maximise its appeal.

Candidate Performance

There was some improvement overall. Evidence of research was better evidenced. Most students submitted a bibliography for at least one task. Evidence of independence was still absent from most of the samples, or relied on a comment on the assessor feedback sheets. As in the last series, a few students had submitted a 'record of research' together with a signed statement by the candidate to confirm independence countersigned by the assessor. Most students had referenced some of their work, predominantly task c. There was improvement in the analysis. Evidence was generally less disjointed; there were less cut and paste submissions than in past series, analytical skills were evidenced where students used their own words. There were some examples of clear and detailed analysis supported by current information, albeit a minority.

However, in terms of research there was still an over-reliance on websites and limited evidence of a 'range of sources' being accessed by students. 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 - independence should be made clear by the candidate.

Fewer students chose countries rather than destinations. Some students continued to select well established destinations rather than those that have recently become popular. Where well-established destinations are selected students 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 students focused on the factors affecting the growth in popularity and appeal as given in the specification. There were fewer irrelevancies of historical and economic developments. Students 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 students did offer an explanation of the destination's rise in popularity, linked to a variety of factors. Students 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, students still provided mainly superficial analysis of how the destination had controlled factors to maximise their popularity and appeal. There continues to be an apparent weakness in understanding the requirements of this aspect of the analysis. In many instances, reference to controllable factors was vague or implicit and often addressed superficially under destination management. Some are still referring to Destination Management Companies and this is not appropriate. The analysis is best presented under a separate heading. Some students employed a useful technique by identifying the factors that were controllable and using this as the starting point for their analysis.

Summary of issues

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

This is mainly due to common weaknesses:

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

Improving Performance

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

Evidence of research is often omitted for task a), however of all the tasks, this task offers opportunities for students to provide evidence of different sources being accessed. These can range from atlases, holiday brochures, reports on top destinations, rail maps (such as those published by Thomas Cook) as well as text books. Some students do gather primary research from industry professionals such as travel agents and guest speakers – this is an acceptable way of showing a different source has been used as long as full details are included.

It is recognised that ‘research’ is a skill and techniques may need to be taught so that students can improve and develop through their studies.

For instance, before students embark on gathering their assessment evidence for this unit they could work together to devise a suitable ‘research log’ or tracking

sheet to keep evidence of their research. This could be subdivided into task a, task b, task c, task d.

Here is an example:

When I collected my research (date)	Where did I do this? Home pc, school library, local library, travel agents, speaker, visit	Source - Title, author, date of publication. Name of interviewee, job title	What help did I need?	How did I use the research?

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

As in the last series some evidence of good referencing techniques was seen in some of the work. Good practice is where students refer to the author/source *within the body of the text*. For example:

In his book 'Travel and Tourism' R. Taylor states "paraphrased" this shows that...

Rather than

Source: www.lastminute.com i.e. stating the source.

Other examples of good practice are where foot notes are used to identify sources referred to in the main body of the text. It is this skill, ability to Research that is being assessed in task c and improvements should be possible for all students at all ability levels.

The Moderator report of June 2009 has further suggestions and challenges that students could be set to help improve their research evidence.

Task D

Evidence Requirements

This task targets Assessment Objective 4 (AO4): the candidate's ability to evaluate, draw reasoned conclusions and make justified recommendations.

There is only one element:

- An assessment of the suitability of different modes of transport to **one** European travel destination for a tourist whose needs and circumstances have been given to the candidate in the form of a pen portrait. This will include details of their departure point and destination.

Evidence for this task is expected to address different modes of transport against the factors outlined on page 35 in topic 3.3 of the specification. It will relate to how a tourist gets from a departure point to a destination. It should also relate to the needs of the tourist as outlined in the pen portrait. Suitability for all modes of transport will assess the factors (overall journey time, costs, safety etc.) and be matched against the tourists' needs. Students 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 students should consider the entire journey from the tourists' home to the departure point gateway and also from the arrival point to the actual destination.

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

Candidate Performance

This task is possibly the most successfully completed of all and many students are achieving mark band 2 and mark band 3 marks. Downloaded routes, route-planners and itineraries are not appropriate evidence and were less common. Much of the work was more evaluative than descriptive. Fewer students gave descriptions of routes or else theoretical assessments. Details of pen portraits were often included with samples and departure points were usually given. There was an improvement in that most pen portraits offered complex needs and circumstances with destinations that had some difficulty in access. Centres often used the examples given in the specification guidance (page 44 Assessment Guidance - mark band 3). However the travel and tourism industry is dynamic and constantly changing. A popular journey used to meet the mark band 3 criteria is the one from *Barcelona to Florence*. At the time the specification was written, direct flights were not possible. Now that they are, centres are advised to select a different journey where direct flights are not possible to present students the challenge of 'some difficulty in access' and meet mark band 3 requirements. It is pleasing to note that this advice has been accepted and suitable alternatives were seen.

Although fewer instances than last series, some students still list 'advantages and disadvantages' for each transport option. This is not appropriate for an evaluation and these do not need to be included as evidence. Lists or tables of 'advantages and disadvantages' are useful tools to help students prepare the assessment but cannot be considered 'an assessment' mark band 2 and above. These should be placed in an appendix and the results should be used to inform the assessment. Good practice demonstrating assessment was the use of linking statements and phrases, e.g.

'this will be suitable because'

'this means that'

'I don't think this would be comfortable and is totally unsuitable'

'this is good because it means'

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

There were still a number of instances where students included recommendations of where to stay, this is completely irrelevant to this task and should not be included.

Some centres are also still providing unnecessarily complicated journeys - for instance with two destinations. Centres are also providing needs that relate to time restraints which meant that only one option was suitable and so students did not cover a range of options. They must consider all options, if an option is not suitable an assessment should still be provided.

Complexity can be achieved through needs relating to individual's circumstances in terms of

- Mobility issues
- Medical/health issues
- Phobias
- Luggage/specialist equipment - skis, scuba diving gear etc

Improving performance

Although little needs improving in many instances other than issues with pen portraits and acceptable evidence in terms of what constitutes an assessment, centres could consider how to access the highest marks. At mark band 3 the assessment should be detailed (not descriptive) and meet all the requirements in terms of complex needs, difficulty in access, departure point outside the UK, range of transport and range of factors. Possibly because this is the last task, students sometimes seem to 'run out of steam' and offer the briefest summary. Good practice for consideration of the highest marks would be for students to offer a

substantial conclusion to their assessment. They should make reasoned conclusions and justified recommendations of the most suitable transport option to meet all of the complex needs. Annotation from the assessor could be used to signpost this key evidence.

Marking

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

As seen in the last series, there was some evidence of harsh marking within Mark Band 1. Marks below the mid/entry point are appropriate if there is little evidence that meets the assessment criteria. If a task is incomplete or missing these weaknesses can be balanced against any strengths in evidence.

Task A

Overall marking was slightly generous for this task. Weaknesses on the maps were often the accuracy of the locations and the appropriate (i.e. relevant) gateways, road and rail routes and lack of detail. Some students used the category 'coastal resorts' rather than coastal areas; purpose built category continues to be poorly understood and examples of attractions, not destinations were seen. Mark band 2 was best fit where maps have detail, accuracy and relevant routes are shown to each 'key' destination and where there is explanation of categorisation with reference to features and examples and where there is also explanation of difficulties with examples.

Task B

Marking of this task was generous. The two elements of the tasks were often merged and this hinders achievement of the higher mark bands. There was little evidence of discrimination of key features and understanding of appeal to different types of tourist was not evident in most cases. Explanations were often brief and/or descriptive. Some tended to explain the suitability of a holiday, rather than how the destination features met the needs. Needs were mainly straightforward. Mark band 2 could only be considered if the key features have been described in detail and there are clear links between features and the needs of the tourist in the explanation. As needs are straightforward rather than complex, this is a weakness and marks from the lower end of mark band 2 would be appropriate.

Task C

Marking of this task was slightly generous. This task requires evidence of *research and analysis*. Marking tended to be most generous where the research evidence had significant weaknesses. For instance where the research element was at mark band 1; sources were limited (mainly websites) and evidence of independence was not included. Mark band 2 requires students to use different types of sources for their research. For this mark band, students are also required to have conducted independent research. See comments regarding type of evidence required. In terms of research, for mark band 2 students should also reference their sources. Evidence tended to have some analysis yet coverage of controllable factors was superficial. This is a weakness at mark band 2. It is not required that evidence must clearly meet all requirements of mark band 2, to gain marks from mark band 2. However, for mark band 2 to be considered best fit, there should be more of mark band 2 met than mark band 1.

Task D

Marking in this task tended to be more accurate. This task requires *assessment*. As already stated advantages and disadvantages are not considered to be an assessment. 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 and some complex needs. 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 students work. Assessors should ensure, therefore, that where additional support has been provided to a candidate, or where a candidate has made overuse of printed material from internet sites or large sections from text books, these are not credited.

If a candidate on the list identified for the sample is withdrawn an alternative sample should be submitted; similarly if the samples identified do not include work with the highest or lowest mark these should be supplied.

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

Many centres submitted task feedback sheets as provided on the Edexcel website. This was useful to show how assessment decisions have been reached.

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

General Comments

Edexcel does not require students to submit their portfolios in a file, or plastic wallets. It is sufficient for students 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. Students' 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.

**GCE Travel & Tourism Grade Boundaries
Series - January 2010**

Unit 1: The Travel and Tourism Industry (6987)

Grade	A	B	C	D	E
Raw boundary mark	62	55	48	41	35
Uniform boundary mark	80	70	60	50	40

Unit 2: The Travel and Tourism Customer (6988)

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

Unit 3: Destination Europe (6989)

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

Unit 4: Destination Britain (6990)

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

Unit 5: Travelling Safely (6991)

Grade	A	B	C	D	E
Raw boundary mark	62	54	47	40	33
Uniform boundary mark	80	70	60	50	40

Unit 6: Resort Operation (6992)

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

Unit 7: Responsible Tourism (6993)

Grade	A	B	C	D	E
Raw boundary mark	63	56	49	42	35
Uniform boundary mark	80	70	60	50	40

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

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

Unit 9: Working in Travel and Tourism (6995)

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

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

Grade	A	B	C	D	E
Raw boundary mark	63	55	47	40	33
Uniform boundary mark	80	70	60	50	40

Unit 11: Special Interest Holidays (6997)

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

Unit 12: Travel Organisations (6998 01)

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

Notes

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary Mark: the minimum mark required by a candidate to qualify for a given grade.

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