Principal Moderator Feedback

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GCE Travel & Tourism (6989)
Paper 01

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UNIT 3: DESTINATION EUROPE

This unit is well established in this qualification. Reports for each series are available on the Edexcel website www.edexcel.com; these offer invaluable assistance to centres including suggestions on improving performance and classroom activities.

Centres that have submitted work for moderation can also access their own Moderator Reports from each of the past series (January and June); these are centre specific and comment upon the accuracy of marking and whether specification requirements have been met.

Centres are strongly advised to access their individual reports through their exams office to obtain this guidance. In addition, Edexcel offer a range of support services and training opportunities for centres.

This report will comment on assessment evidence requirements, candidate performance, improvements and key messages for students for each task and the accuracy of the marking and the administration.

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 p166 of the specification.

Task a)

Assessment Evidence Requirements

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

It is in **three** parts:

- Six maps, one for each category of destination (listed in 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.

Task a)

AO1 Candidate Performance

The majority of candidate submitted a map for each category of destination. There was a wide variety of styles and standards; some were completed to a very high standard and it was apparent the candidates had spent a lot of time on research, accuracy and clarity of presentation. On the other hand, some candidates submitted maps that lacked any detail and just located the destinations. Candidates should be encouraged to conduct their own research to identify key destinations and access; in some instances all candidates in a centre had selected the same destinations. The actual plotting or accuracy of the destinations was sometimes poor, often no keys were used in the maps, or else a range of numerical and alphabetical keys were used and it was difficult to interpret such maps. Candidates should plan the layout of their maps and label the destinations located.

The gateways were sometime competed on a separate map of the UK and the relevant access to each destination was not apparent. In other cases, many gateways were shown but it was not clear that the candidates understood the most relevant gateways and transport for UK tourists to access the destinations in each category.

The explanation of the features was attempted by most candidates; some in more detail than others, and it was pleasing to see that the majority attempted an explanation of the difficulty in categorisation. Some candidates did not clearly refer to the features given in the specification and offered very little in the way of explaining how destinations are categorised. Examples of destinations and features were described and understanding of categorisation was not apparent. However there were instances of thorough explanations that were fully exemplified demonstrating a good level of understanding.

Summary of Improvements:

- For many, the 'Top 10' most popular destinations had been located.
- Marks awarded are now more frequently at mark band 2.
- More detail on maps – such as airport, road names routes showing how to access each destination on each map.
- Fewer candidates describing the features of destinations, more explanations of categorisation.
- Majority of candidates included an explanation of the difficulties in categorising destinations.
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Key messages for students:

- Map clarity – use clear labels on the maps themselves- destination names, names of roads, airports etc. keys are helpful, but avoid lots of numerical keys.
- Plan the layout and labelling of your maps by researching destinations and routes first to decide on an appropriate size of map and labels.
- Highlight 'emerging destinations by underlining them or use a symbol to show 'recently popular'.
- Make sure you include examples in your explanation and give the names of specific examples of features and destinations in your explanation. Describing destinations and their features is not appropriate you need to explain which features are most important in each category and then give some examples.

Task b)

Assessment 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 of destinations and their link to appeal. It assesses whether candidates can **apply t**heir 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 candidates should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and circumstances. 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).

Features are given in the unit specification, see 3.2, p34.

Different types of tourists are suggested in the unit specification, see 3.3, page 34. Examples of pen portraits with complex needs are found on pages 44 and 42.

Task b) AO2 Candidate Performance

This task continues to be less successfully tackled than the others. Moderators noted that pen portraits were not always included and therefore it was difficult to see how well needs had been met. Where pen portraits were included many candidates actually produced a breakdown of the complex and straightforward needs and showed a good level of understanding.

Although less frequently than in past series, some candidates merged the two elements of the task and focused solely on the pen portrait was the main focus. They would describe a feature and then say why it matched the tourists' needs. In these instances, one element tended to be completed in less detail compared to where candidates addressed the two elements separately. Some candidates in their explanations would just say what the tourists could do rather than explaining why specific features met the tourists' needs. A number still chose a holiday and said why this met needs rather than writing about the destination's features. However, it was pleasing this series to see many more candidates describing how their destination appealed to different types of tourists.

Summary of Improvements:

- More candidates addressed the task in two parts and did not refer to the pen portrait in the description
- More candidates considered the features giving appeal to different types of tourists
- More evidence of complex needs

Key messages for students:

- You need to submit two separate parts for this task.
- You should not write about the tourists in the pen portrait in the first part – description. Your focus is the destination and its appeal.
- Include an introduction to your description of the destination and its key features and state which are the key features; include an indication of why other features do not contribute to the appeal of the destination. This shows the moderator that you have discriminated the key features have been discriminated.
- Always use your own words.
- In the second part, your explanation, be specific and name specific features that meet the tourists' needs; for example names of beaches, activity centres, tours, museums, walks, mountains etc; clear links are needed for the higher marks.

Task c)

Assessment Evidence Requirements

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

The 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** how the destination has controlled factors to maximise their appeal and popularity.

Task c)

AO3 Candidate Performance

The research part of this element was covered quite well by most candidates, there seemed to be a move away from just using a large

number of websites to giving evidence of a wider range of sources being accessed. Also more candidates gave references within the text and using an appropriate referencing system. Most submitted a bibliography and some gave evidence of how independently they worked. However, a small number still only provide research evidence for task c, rather than all tasks.

Evidence for the second part of the task was very varied and evidence was seen from across all mark bands from MB1 to MB3. Indeed some superb analytical accounts were seen and were well deserving of the higher marks. This is one task where annotation from the assessor can be very helpful to moderators so they can understand where the assessor can see 'analysis' in the candidate's work; this can really help support assessment decisions.

As seen in past series, many candidates still wrote about why the destination was popular and did not analyse the factors contributing to its growth in popularity. However, there was less evidence of disjointed accounts interspersed with 'webstracts' and downloaded material.

Understanding of controllable factors is still a weak area in this task for many candidates who consider it under the general headings of 'destination management' and 'image and promotion'. However, it was observed this series that a good number of candidates successfully made the distinction between the factors that could or could not be controlled within the analysis. Where higher marks were achieved candidates often submitted a separate analysis that considered specific controllable factors such as government and local authority planning, regeneration, reduced taxes, attracting inward investment, tourism planning, publicity as well as destination management.

Summary of Improvements:

- Most candidates submitted a bibliography for at least one task.
- Some of the work was referenced and more candidates are including referencing within the body of the text which was good to see.
- Analytical skills were evidenced where candidates used 'their own words'.

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.

Key messages for students:

- Don't just give a list of website addresses as your bibliography, keep a record of your research and for each task try and use at least two other sources besides the internet such as an atlas, map, travel brochure, or even an interview. Make a note of the date of research and its usefulness and submit this information
- When referencing make sure there is some in all tasks; use different methods such as footnotes or try to include your research source within sentences e.g. "according to …{source}…in 2009 this destination …"
- In your analysis remember you are looking at why the destination has **become more** popular as a tourist destination.
- Make sure your analysis has an introduction and conclusion and use a separate heading for the analysis of how controllable factors have been used. A useful technique is to identify the factors that are controllable and use this as the starting point for your analysis.

Task d)

Quality of Written Communication is assessed in this task.

Assessment 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 part:

- 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.

Task d) AO4 Candidate Performance

It was pleasing to see continued improvements for many in this task. Some pen portraits were missing and some were not wholly appropriate for the task. Moderators noted that whilst interesting and creative, some pen portraits were too complicated; for instance some required recommending destinations, stop-overs, two journeys, meeting more people or else restricted the number of transport options that could be assessed – fear of flying/no flights due to the ash cloud. Such unnecessary complications/restrictions did not assist candidates in achieving the higher marks. For the higher mark bands pen portraits should offer some complexity in terms of tourists' needs with regards 'travelling' should be complex and the departure point should be from outside the UK (MB3) to a destination that is not directly accessible from the departure point (no direct flights). Some accounts, whilst evaluative were generic and did not show evidence of the actual journeys having been researched therefore lacking specific detail. Some candidates did not provide a final recommendation for the most suitable option.

Summary of Improvements:

- Fewer candidates gave descriptions of routes
- Details of pen portraits were often included with samples and departure points were usually given.
- Most pen portraits offered complex needs and circumstances with destinations that had some difficulty in access.

Please note that centres often use the examples given in the specification guidance (page 45 Assessment Guidance – (d) 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 candidates the challenge of 'some difficulty in access' and meet mark band 3 requirements. It is pleasing to note that this advice has been accepted by many centres and suitable alternatives were seen.

Key messages for students:

- Don't forget to submit the pen portrait you have used
- Don't just give a list of advantages and disadvantages, combine these ideas into paragraphs and use linking statements such as 'this will be suitable because' or 'I don't think this would be comfortable and is totally unsuitable' or 'this is good because it means'. These phrases help to show you are making an assessment.
- Use a structured format and for each mode considered, use subheadings to assess each factor for its suitability matched to the tourists' needs.
- Do make a detailed recommendation at the end that sums up your findings. You should recommend which is the most suitable option and justify this with reasons.

Accuracy of Marking

Improvements were seen with regards the accuracy of marking for many centres who have offered the unit for a number of years. Often where centres were quite new to the unit, marking tended to be sometimes slightly generous rewarding effort rather than the quality of the work in terms of meeting the assessment requirements. Centres are reminded this qualification uses the 'best fit' assessment model and so assessment decisions should be holistic. Details of how to apply the best fit model are well documented in previous reports.

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. Furthermore centres are cautioned not to rely entirely upon the mark band statements when setting tasks. These statements only outline the assessment criteria. Moderators frequently observed that when the task requirements were not met, particularly in tasks b) and (c) this limited achievement and marks.

Task A

Overall marking was mainly accurate to slightly generous for this task. In the explanation, 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.

Mark band 2 is best fit where maps show the accurate location of the most popular (key) destinations and have detail; where only the relevant routes are shown to each 'key' destination and where there is a clear explanation of categorisation with reference to the features given in the specification, including specific examples and where there is also explanation of difficulties with examples.

Task B

Marking of this task was sometimes generous. Some candidates did not produce evidence to show they had discriminated the key features and that they understood their destination's appeal to different types of tourist. This should be apparent in the description of features. Explanations were often brief and/or descriptive, links made were generic rather than giving specific details or names of places, attractions etc. Mark band 2 is only best fit if the key features have been discriminated and described in detail and there are clear links between named features and the needs of the tourist in the explanation.   Where the two tasks were merged it was difficult for marks beyond mark band 1 marks to be justified.

Task C

Marking of this task tended to be 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 i.e. over-reliance on the Internet/websites and where 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.   In terms of research, for mark band 2 candidates should also reference their sources. Candidates were often able to provide some degree of analysis yet this sometimes focused purely on the destination's appeal rather than why it had grown in popularity. Coverage of controllable factors was addressed directly in many cases and showed a better level of understanding than in the past.

Task D

Marking in this task was more accurate. This task requires 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, it is likely the departure point is outside the UK and the destination should have some difficulty in access (i.e. no direct flights) and some complex needs. Some assessments were very generalised and theoretical and did not relate to the actual routes and journeys being considered. Candidates should research details of each journey in full and use these findings in their assessments.

Administration

Annotation on coursework to show how assessment decisions have been reached is a JCQ requirement. Comments should focus on the mark band descriptors/assessment criteria to highlight key evidence to support marks awarded.

Some centres submitted detailed task feedback sheets as provided on the Edexcel website. These are very useful to show how assessment decisions have been reached, especially where there is appropriate annotation.

A number of errors were recorded this series for instance where the total scores on the mark record sheets were not transposed correctly onto the Optems form; or where scores have been added up incorrectly. There were a few instances of incomplete samples being received that did not include the highest and lowest marked work.

Candidates and assessors are required to sign the Mark record Sheets to confirm the authenticity of candidates work. Alternatively, a 'Statement of Authentication' form should be submitted, this form can be downloaded from the Edexcel website. Where additional support has been provided to a candidate this should be made apparent to the moderator. Where a candidate has made overuse of printed material from websites or large sections from text books, assessors should ensure these are not credited.

General Comments

Edexcel does not require candidates to submit their portfolios in a file, or plastic wallets. It is sufficient for candidates to provide all work tied with treasury tags, providing it can be easily identified and accessed. 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).

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. 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.

Further guidance and support

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

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

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