Moderators' Report/
Principal Moderator Feedback

Summer 2014

GCE Travel and Tourism (6989)
Unit 3 Destination Europe

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General Comments

On the whole this series some excellent portfolios were seen where work was well organised and evidence was detailed, appropriate for the set tasks and showing a good degree of competence. It was evident that students had worked hard and that guidance offered to centres was being utliised to help raise achievement. There were some instances however were evidence submitted by students wasn't entirely appropriate for the task. Perhaps these were centres who had delivered this unit previously, thus there were some issues that wouldn't be expected for a mature qualification, albeit these were in the minority.

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 - these are centre specific and comment upon the accuracy of marking and whether specification requirements have been met and. 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.

Assessment Evidence Requirements
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 166 of the specification.

Task a)
This task targets Assessment Objective 1 (AO1): the student'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.

Student Performance

Six Maps
These were completed at a variety of levels and standards, some were completed very well and it was apparent students had spent a lot of time on their planning and presentation. This series there were fewer instances of maps lacking detail however there were a few instances where computer generated maps were submitted. Students are reminded that they should hand produce their own maps, if computer generated maps are included it should be clear that the student has located destinations by himself/herself. Students are advised to consider the scale of their outline maps and consider maps at A3 size to aid interpretation and inclusion of detail.

Appropriate European Travel Destinations
Destinations located should be those that are appropriate i.e. the most popular with tourists from the UK. Some destinations were obscure and there were omissions particularly in the countryside areas and purpose built categories. In the former mountain ranges were located but popular countryside areas such as Tuscany were not, in the latter where all the destinations were theme parks and ski resorts were omitted. Some destinations were incorrect – most commonly locating built attractions in the heritage and cultural category and seaside resorts rather than coastal areas.
There was a big improvement in the number of destinations being located and this series most maps contained around 8-14 destinations in each category. Emerging destinations were more in evidence this series and in general had been highlighted.

Accuracy
This varied however where students had written all over the maps it was impossible to know at what point the destination had been located, similarly where maps contained no actual labels just a series of numbers this hindered accuracy. At the very least the names of the destinations would be expected to be labelled. Areas should be shown as a defined area rather than with a dot.

Relevant gateways, road and rail routes from the UK
Some maps did not include gateways in the UK. Access from the UK to European gateways should be shown.
As reported previously it is not necessary to locate all possible transport routes and gateways on each map. Students simply need to show they understand, for each category, the relevant routes and gateways for UK tourists to access destinations. Air travel may not be relevant for countryside areas because most tourists will go there to sightsee or be self-catering with a caravan or staying in a villa and will want their own transport to drive around by road – so only ferry ports and road routes would be relevant to be shown on these maps. Similarly for business and conference destinations travel is unlikely to be by road, the most relevant transport method would be air travel except to the north European cities where travel by rail from the south of England may be relevant also. Classroom activities could help improve students' knowledge of relevant routes and gateways by using pen portrait scenarios in class before

preparing their maps. Such as 'how does the tourist get from Birmingham to the Dordogne for a three week self catering holiday?' 'How does the family from Wales get to the Algarve for a two week summer sun package?' 'How does the couple from Bristol travel to Bruges for a short break?

There was an improvement in the understanding of rail travel and gateways this series and examples of the key railway stations for travel to European destinations were included. For instance access to the south of France from the UK by rail, the route from London St Pancras by Eurostar to Paris Gare du Nord and then across Paris to the Gare de Lyon to join the high speed TGV service to the French Riviera stations was shown and labelled. Students may find the man at 'Seat61' and RailEurope websites helpful in their research or the Rail Map of Europe published by Thomas Cook.

One strategy some students used to good effect was to give details of the road/rail routes e.g. ports linked to road numbers and railways stations in the form of a key on their maps. This was quite acceptable as it showed they understood the most relevant routes and gateway to access each destination in the category

Explanation of features used to differentiate destinations with examples
Some evidence for this task was still more descriptive than explanatory. At the lower end students tended to either just describe the category or said why people go on holiday there, or else they described a number of examples of destinations in the category without really explaining why they belonged in the category.
This series however these tended to be in the minority and many students offered detailed explanations that were fully exemplified demonstrating a good level of understanding. These students also tended to identify which features were not important features for the category.

Explanation of the difficulties in categorising some destinations, with examples
In most instances this was attempted with varying degrees of success. Some gave quite basic descriptions of some destinations may belong to more than one category. Better evidence was seen where students gave detailed examples of how a destination's different features placed it in more than one category.

Summary of improvements:
- More evidence of students selecting the most popular European destinations i.e. the 'Top 10'.
- Students were frequently gaining marks at mark band 2.
- Explanations of categorisation that were clear and exemplified were more evident.
- The majority of students included an explanation of the difficulties in categorising destinations.

Key messages for students:

Research appropriate destinations using holiday brochures (and don't forget to include these in your bibliography!). For example you could use a 'Lakes and Mountains' brochure to find the most popular 'countryside areas' for UK holidaymakers. These will also include major and some regional gateways.

Include UK and European gateways to show how to access each destination from the UK. Remember to only show the 'relevant' routes and gateways.

First choose the right size of map – too small means you will struggle to label it! Then use a pencil to plan the layout and labelling.

Label ports, airports and major railway stations/terminals or hubs.

Use neat, clear labels on the maps themselves.

Keys are helpful but avoid maps without labels just lots of numerical keys.

Highlight 'emerging destinations' by underlining them or use a symbol to show they have recently become popular.

In your explanation make sure you give the names of specific examples of features and destinations in your explanation. You need to explain which features are most important in placing destinations into different categories and then give some examples. You could also say which features you don't think are appropriate for that category for example 'climate' may not be important for 'heritage and cultural' destinations. Why is this?

Task b)
This task targets Assessment Objective 2 (AO2): the student'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 student 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 students 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 students 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).

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).

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. Examples of pen portraits with complex needs are found on pages 44 and 42.

Student Performance

As noted on previous reports the two discreet tasks were sometimes merged where students described the features of the destination and then matched them to the tourists' needs. In these instances, where the pen portrait was the key focus throughout, evidence often lacked detail. On other occasions it tended to confuse the students as there was no clear understanding of the key features in the destination and then no understanding of why this destination was chosen, i.e. they failed to match the features with the needs and generally described the destination like a holiday brochure and recommended a package holiday. Where students are still referring to a holiday and not a destination, this may be linked to the need for giving students a more precise brief in the pen portrait details.

However the majority of students did submit appropriate evidence and where pen portraits were included many actually produced a breakdown of the complex and straightforward needs. This showed a good level of understanding and helped focus their explanation. Where the tasks were addressed separately these were completed generally in more detail than when the tasks had been merged. Most of these students referred to the appeal of the destination to different types of tourists in their description. Evidence of discrimination between the key features contributing to appeal and those that exist remains a weakness for some many students who described all the features listed in the unit specification.

Summary of improvements:
- More students correctly addressed the task in two parts and did not refer to the pen portrait in the description
- More students 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 that you have discriminated the key features giving appeal to different types of tourists.

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. Try to avoid simply writing about what they can do, you need to explain how their needs are met.

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

The task is in **two** parts:
- Evidence of research undertaken for *all* tasks a, b, c and 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.

Student Performance

Overall, the research part of this element was covered quite well by most students, as reported last series, there seems to be a greater understanding that students do need to show they have accessed a range of sources other than the relying entirely on the Internet; so for instance details of atlases and brochures used in task a) were seen. Also more students gave references within the text. Some were more successful than others. Where students included a large amount of pasted text with quotes followed by the entire URL in brackets, research skills were weaker than where students clearly interpreted their research. These students tended to use their own words and confidently referred to the precise source in a sentence. Most students submitted at least one bibliography and some gave evidence of how independently they worked. Some excellent research logs, diaries and evaluations were seen that clearly demonstrated independent research and supported the higher marks awarded.

Evidence for the second part of the task was very varied and evidence was seen from across all three mark bands. Some students chose destinations that are well established and gave reasons why the destination was popular and gained mark band 1 marks only. Some students had included recent statistical data showing that a well established destination had recently become more popular however they tended to struggle to explain the reasons behind its recent surge in popularity. A destination that has recently become popular should be chosen. Some accounts continue to be disjointed containing large amounts of 'webstracts', screen shots and downloaded material with very little insightful analysis or depth although perhaps less prevalent than in the past.

Where appropriate emerging destinations were chosen some superb and detailed analytical accounts were seen and were well deserving of the higher marks.

Understanding of controllable factors is still a weak area in this task for many students 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 students successfully made the distinction between the factors that could or could not be controlled by the destination within the analysis.

Summary of improvements:
- Most students submitted a bibliography for at least one task.
- Some of the work was referenced.
- More of the evidence presented was appropriate for the task.
- Analytical skills were evidenced where students used 'their own words'.

Key messages for students:

Provide evidence of research for all four tasks

Submitting lots of screen shots is not in itself evidence of research.

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 or survey.

Make a note of the date of research and its usefulness and submit this information to show your research was independent.

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 …"

Choose a recently popular destination such as one in Eastern Europe.

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.

Besides researching how the destination is managed and promoted you also need to research other controllable factors, for example government and local authority planning, regeneration, reduced taxes, attracting inward investment, publicity and tourism planning/tourism agency aims.

Task d)
Quality of Written Communication is assessed in this task.
This task targets Assessment Objective 4 (AO4): the student'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 student in the form of a pen portrait. This will include details of their departure point and destination.

Student Performance

It was pleasing to see continued improvements for many in this task. Marks in mark band 3 are frequently being achieved. Some students achieved full marks and produced excellent work with detailed assessments competently matched to the tourists needs. However some students did not submit the pen portrait and others used pen portraits that 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, stopovers, or two journeys. Some did not include needs or circumstances relating to travel and journeys, or just related to cost and time. Some included 'fear of flying' and led to students not assessing all possible travel options; even where clearly unsuitable all should be assessed. Such unnecessary complications/restrictions did not assist students in achieving the higher marks. For the higher mark bands pen portraits should offer some complexity in terms of tourists' needs with regards 'travelling' and the departure point should be from outside the UK (mark band 3) to a destination that is not directly accessible from the departure point (i.e. direct flights are not possible). Some accounts, whilst evaluative were generic and did not show evidence of the actual journeys having been researched therefore lacking specific detail. Some students did not provide a final recommendation for the most suitable option.

Summary of improvements:
- Students frequently achieved marks at mark band 2 and mark band 3
- Details of pen portraits were often included and departure points were usually given.
- Most pen portraits offered complex needs and circumstances with destinations that had some difficulty in access.

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 'convenience', 'safety' for its suitability matched to the tourists' needs.

Remember to check spelling, grammar, punctuation, terms and structure as QWC is assessed in this task.

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. Often where centres were quite new to the unit, marking tended to be sometimes slightly generous where high marks were awarded. Where marks are awarded at the top of a mark band, characteristics of the higher mark band should be present but this was not always found.

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.

Student 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 being occasionally slightly generous. For many, maps were largely characteristic of mark band 2 and the weaknesses tended to be found in the explanations. 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. Similarly highlighting emerging destinations on maps does not move the work into mark band 3.

Task B
Marking of this task was sometimes generous, usually as a result of the evidence not being entirely appropriate for the task requirements. Some students 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 expected where mark band 2 marks are awarded. This should be apparent in the description of features. Explanations were often brief and/or descriptive. Links made to features were generic rather than giving specific details of features - 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 some of the complex needs of the tourists in the explanation.   Where the two tasks were merged it was often difficult for marks beyond mark band 1 marks to be justified.

Task c)
Marking tended to be occasionally slightly generous mainly where the higher mark bands were applied. Marking tended to be most generous where the research evidence had significant weaknesses. For instance, where the research element was characteristic of mark band 1 i.e. over-reliance on one source - the Internet, no referencing of work or else limited to stating a website and no evidence to show the level of independence. Mark band 2 requires students to show that they have used different types of sources for their research. They should also reference the work with details of the sources used and show that they have conducted independent research. Note that in June 2006, moderators accepted a statement from the assessor that 'the student obtained sources independently'. The Principal Moderator's reports since have stated that to access marks beyond the mid/entry-point of mark band 2 evidence must be supplied by the student. This could be a detailed statement/research diary from the student 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.

The other main weakness in the evidence for the task where marking was generous was the analysis of controllable factors. Where this is addressed superficially under 'destination management' and not clearly analysed in any depth, this is a characteristic of mark band 1.

Task D
Overall, marking tended to be mainly accurate. For many, 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. Some assessments were very generalised and theoretical and did not relate to the actual routes and journeys being considered. In these, evidence was limited and characteristic of mark band 1.

Please note that centres often use the example pen portraits 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 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 by many centres and suitable alternatives were seen.

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. Without annotation moderators can have great difficulty in locating the appropriate evidence especially where high marks are awarded.

Some centres submitted task feedback sheets for each task – these are available to download from the Edexcel website. When these are completed in detail with reference to the assessment criteria and where justification of assessment decisions are included these are extremely useful to moderators.

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 very few instances of incomplete samples being received that did not include the highest and lowest marked work.

Students and assessors are required to sign the Mark record Sheets to confirm the authenticity of students 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 student this should be made apparent to the moderator. Where a student 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 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 and accessed. In addition to the Student Authentication, there should ideally be a front cover stating name of student, centre and student 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. 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 student'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.

Summary

Overall it was really pleasing to see so many excellent portfolios from students well deserving of the higher marks. The marks achieved are testimony to the hard work that both the students and assessors have made in raising achievements and acting upon feebdack and guidance provided. A range of marks were awarded and the vast majority of work received was well organised, with evidence appropriate for the tasks and supported by the correct paperwork and detailed assessor comments and annotation to justify marks awarded. Through seeking clarity from the published and individual reports it is hoped that improvements can continue to be made to help raise achievement and performance in the future.

Grade Boundaries

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