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

Assessment evidence
The tasks for the unit are set within the specification. There are three tasks for this unit. Task a) can be completed within a team, however tasks b) and c) should be completed individually. Assessment evidence can be in a variety of different forms to allow for learning preferences and strengths to be accommodated. Most tasks could be evidenced through written reports, but there could also be witness testimonies of oral presentations with supporting notes.

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

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

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

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

Task A

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

The first part of this task requires candidates to produce evidence of their participation in a team.
Most teams still choose to organise a day trip or run an open evening in the college to inform prospective students about the GCE Travel and Tourism course/careers. All events organised have been Travel & Tourism events.
The evidence produced to show a role taken within the team varied; however most consisted of a description of their job role and that of their team with a description of their responsibilities, minutes/logs of meetings, letters to organisations, risk assessment forms, witness testimonies from both peers and assessors.
Most candidates completed their evidence as they went along and not after the event took place which has occurred in previous series.
Evidence needs to be drawn from a wide range of sources including the candidate's own account for example in the form of a log book/diary which they use from the beginning to end of their event and is regularly updated and can include a wide range of relevant information for example, costing of the trip, evidence of researching accommodation, for examples letters, names of hotels that were researched, criteria used to make decisions on, table/spreadsheet to show how and when the money is being collected; whatever is applicable to the particular event. All minutes of meetings and agendas should be included for every meeting of the group.
Only a few candidates are still giving the theory on teamwork for example, Belbin, which is not a requirement of this task.
Candidates need to make sure they have a significant role within their team, however this is very difficult if there is a large team of students organising a day trip. It often means that candidates are doing straightforward tasks, for example, designing a poster to promote their trip or ringing a transport company to book a bus which is not deemed as a significant role.
There is no need to produce huge amounts of evidence for this task, this can be achieved in less number of pages; candidates should focus on the quality of their evidence and not the quantity of it. Candidates should ensure the evidence is individual and not just photocopied minutes of all team meetings.
In order to achieve mark band 2 candidates should be working in groups of no more than five people or lead a larger team as stated in the specification on page 114.

The second part of this task required candidates to produce evidence to show if their participation was effective and what contribution they made to completing the task and also recognise the contribution of others within the team. Candidates predominantly used witness testimonies completed by assessors, an evaluation of their own performance and that of their peers and also a questionnaire completed by their peers.

Candidates are encouraged to draw their evidence from a wide range of sources. Candidates are beginning to show evidence of dealing with conflict.

They are able to identify that conflict has occurred within the group and they had a meeting to sort it out, but not always how they sorted it out. Candidates are required to explain how they dealt with the conflict so the assessor can decide if it has been dealt with effectively. Potential difficulties must be identified prior to the event.

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

The second task required the candidates to analyse the range of employment opportunities and the skills and qualities required for a successful career in travel and tourism. Research should be referenced throughout the text as well as in a bibliography.

Many candidates conducted good research and provided a bibliography but not all had used referencing throughout. Websites were not the only source used which has been an improvement from previous series.

Candidates generally are covering a range of employment. They should be encouraged to look at a range across the sectors and within each sector they should cover a range of positions at different levels in order to gain higher marks. However candidates who provided good details of the jobs now tend to attempt to analyse the opportunities instead of focussing on descriptions of jobs/duties and are able to identify the range of skills required. Overall there is an improvement in the coverage of the nature of the jobs within the industry.

Fewer candidates researched a range of jobs which did not take into account career progression and did not refer to higher positions that can be achieved in the industry or the routes that can be taken to progress within a given sector.

Eight different websites is not considered to be a range of sources, candidates should also refer to journals, up to date textbooks, industry specialists, career advisors, employment agencies etc.

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

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

The final task requires candidates to produce a detailed career development plan based upon a personal skills audit using information from a wide range of sources.
A wide range of career plans were produced, however some lacked detail and were not clear and often they were disjointed with no clear progression from one stage to the next.
Some candidates CDP were focussed in the medium term, steps were not well explained and statements were generalised. Often well thought out and detailed CDP's were not supported by evidence from the PSA. There needs to be some evidence of career progression and the plan should include long term goals for the next five to ten years. For the higher mark bands there should also be evidence of a link between the personal skills audit and the career development plan as the skills are used to formulate the career plans.

The candidate should suggest a way to achieve the goals that they have set themselves, which should be realistic and long term. Most students had a firm idea about their chosen career but in some justification and links were vague. Some candidates still discuss what their chosen job was but often did not systematically explain how they would achieve this, referring to dates, costs etc however this is improving. Again some candidates did not discuss aspirations to a higher level or promotion to management as an option in their career.

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

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

2. Marking

On this moderation sample, marking was mainly accurate. Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidates' performance. The starting point should be to determine the 'best fit' Mark Band. Assessors are advised to use the full range of marks available within the Mark Band. To facilitate this, assessors are advised to start at the mid-point in the range of marks available within a Mark Band and move up or down based on the strengths or weaknesses of candidates work. Assessors should note for example if they are awarding top marks within mark band two then there should be a lot of traits from mark band three evident within the work. Assessors comments justifying their choice of mark band and mark awarded assist the moderation process.

Moderators do find it useful where assessors annotate candidate work. Annotation should focus on the Mark Band descriptors. For example, in task a) annotation could highlight clearly the potential difficulties in meeting the objectives or the potential conflicts which may arise and solutions proposed and implemented.

In task b) annotation could show where the candidate has provided some analysis of the nature and range of employment opportunities and the skills and qualities required for a successful in the industry.

In task c) annotation could highlight where the candidate has used the personal skills audit when completing the career development plan.

If annotation was against the relevant statements, the moderator need only look at this to be able to draw a conclusion regarding the accuracy of the marking.

Centres are encouraged to annotate throughout the candidates work, and should note that Ticks are not annotation. Page numbering of candidates work cross referenced to the tasks would be beneficial to the moderation process.

3. Administration

The deadline for submission of portfolios for moderation was met. OPTEM forms were correctly completed in most cases.

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

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

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

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

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

Grade Boundaries

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http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx