# Principal Moderator Feedback

# Summer 2016

## GCE Travel & Tourism (6997)
## Paper 01 Special Interest Holidays

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**Unit 11: Special Interest Holidays**

This report comments on the marking from this summer's series. This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration.

**Assessment Evidence**

The tasks for the unit are set within the specification. There are four tasks for the unit shown on Page 137 of the specification.

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

The tasks are:

- Task a) Maps showing the geographical distribution of different types of special interest holidays as listed on p133-134 of the specification.

- There should be a range of different types of holidays with the destinations grouped and located accurately and relevantly on maps.
- Geographical distribution should be explained
- Key features should be identified, labelled and annotated.
- Tour operators should be included.

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

- Task b) Prepare an itinerary for a special interest holiday based at one destination and explain how the itinerary meets the needs of tourists as detailed in a pen portrait. This should have been provided by the teacher/tutor.

- Task c) Compare the features, tourist types and popularity of **two** different types of special interest holidays; **one** involving a tour and **one** based at one destination. Features are in the specification and could be used as headings in any evidence.

- Task d) Assess the factors which influence the popularity of **two** types of special interest holidays; **one** involving a tour and **one** based at a destination.

**Special Interest Holidays**

Candidates from some centres continue to confuse special interest holidays with destinations. The tasks ask for specific **types** of special interest holidays, not the destinations where they might be found. New centres to this unit did not address Tasks c) and d) appropriately.

**Task (a)**

This task addresses AO1- show knowledge and understanding of the specified content.

The task is divided into two elements, showing knowledge by producing relevant and appropriate maps showing the geographical distribution of different **types** of special interest holidays and showing understanding by describing and explaining the geographical description, key features and providers of a range of special interest holidays. For Mark Band 3 candidates should provide clear reference and comprehensive explanation of the key features.

Most candidates managed to cover the full range of special interest holidays as set out in the "What you need to learn" section of the specification on p133. There was some improvement in the explanation of the geographical distribution of the holidays in terms of the reasons for their particular location. Candidates made fewer sweeping statements, showing an understanding of the connection between the key features and the geographical distribution.

Some maps still showed a weakness in the labelling, annotation and identification of destinations. This was an issue when awarding marks from the higher mark bands.

Candidates are advised to produce maps showing the **most popular** special interest holidays and where they might be found. Some of the special interest holidays can be grouped together. Features need to be relevant to the specific type of special interest holiday and should be explained e.g. a mountainous snow covered area is an essential topographical feature and key to geographical distribution for a skiing holiday, for example, because………….

The key requirement is for candidates to show knowledge and understanding through accurately locating special interest holiday destinations on maps and being able to show airports, ports as well as explaining the geographical distribution in terms of regional, national and global spread. This was seen in the work moderated this series. Candidates are expanding the detail they are including on their maps

and the links with key features and the geographical distribution are being explained more comprehensively.

Tour operators were included showing a wide range and with some very varied and interesting specific examples.

**Improving Candidates' Performance**

- Do not make the maps too "busy" but ensure that there is detailed annotation to highlight locations, key features and geographical destinations to help with the labelling.
- Key features should focus on how these features make the special interest holiday
- Tour providers should be varied and appropriate for the different special interest holidays, not all mass market providers.

**Task (b)**

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

Candidates are required to produce an itinerary based at **one destination** and explain how the itinerary meets the needs of a selected tourist type. The needs and circumstances of the tourist should be given to the candidates, in order for them to access the higher mark bands. It is advisable for the teacher/tutor/assessor to include complex needs in the pen portrait. Details of pen portraits can be found on p140 and 141 in the Assessment guidance section of the specification and on p243 of the Teacher's Guide.

Candidates should produce a clear detailed itinerary, showing research undertaken and **an explanation** which **clearly makes links** between the **itinerary and the needs of the tourist** as outlined in the pen portrait. There should not be large amounts of regurgitated material which has no relevance to the pen portrait or the itinerary. A detailed bibliography should show that their research is from a range of sources which are current and relevant. The evidence produced continues to show improvement.

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

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

explanation showed detail.  The work seen was correctly assessed at the appropriate mark bands.

**Improving Candidates' Performance**

- Ensure appropriate pen portraits are used and submitted with the work for this task.
- Keep itineraries focused on tourists' needs
- Ensure that all relevant details are included
- The explanation should clearly make links between the itinerary, the needs of the tourists and the SIH destination selected.

**Task (c)**

This task addresses AO3 - use appropriate research techniques to obtain information to analyse vocationally-related issues and problems. The task requires **two** special interest holidays to be studied; one involving a tour and one based at one destination.

This task should be undertaken as a separate task from Task (d).

Candidates must ensure that they choose **two different types of special interest holidays,** rather than **destinations.** There should be a comparison of features, tourist types and popularity of the two special interest holidays which makes them appealing to tourists. Statistical data should be included, supported by substantiated conclusions. Where candidates offered wedding/honeymoon packages, this limited their evidence.

There should be evidence of a range of research undertaken and acknowledged through a bibliography or terms of reference indicating the sources used in research for all tasks. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that candidates use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence for the higher bands that the candidate has obtained sources independently. This could be a statement from the candidate or assessor indicating how the sources were obtained to confirm the independence. This could be in the form of a signed research log or an observation record signed by the assessor.

In the samples of work submitted for moderation in this series it was clear that the candidates clearly understood the nature of the task. A comparison was present throughout the task with statistical data included as supporting evidence. Cruising, skiing, safaris and weddings and honeymoons were once again mainly chosen as the types of

holidays to compare. Although it was good to see back packing, health and wellbeing as well as cultural and festivals SIHs, included for comparison once again in this series.

**Improving Candidates' Performance**

- Types of special interest holidays should be compared **not** types of destinations.
- Ensure that relevant and statistical data is used as supporting evidence
- Include some kind of supporting statement from the assessor to confirm the independent working of the candidate.

**Task (d)**

This task addresses AO3 - plan and carry out investigations and tasks in which they examine vocationally related issues and problems; gather, record and analyse relevant information and evidence; and evaluate evidence, make reasoned judgements and present conclusions.

Candidates are required to assess the factors which influence the popularity and appeal of the **two special interest holidays** studied for Task (c). Candidates need to be sure of their understanding of the command verb here as much of the work seen continues to be descriptive and generalised in the comments included rather than an assessment. The factors to be considered are stated on Page 136 of the specification. Research should be from a range of sources and identified in a bibliography. Candidates need to ensure that they provide sufficient data and statistics to demonstrate their ability to make a substantiated and detailed assessment of the factors which affect the popularity and appeal of their chosen two types of special interest holidays.

**Improving Candidates' Performance**

- The same types of SIH used in Task c) can be used in this task.
- Use relevant statistical data as supporting evidence
- Make sure that assessment is taking place. Candidates should be considering why and how these factors have influenced the popularity and appeal of their chosen SIH.
- Use the factors which are stipulated in the specification.

**Marking**

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

Task a)

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

Task b)

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

Task c)

Marking of this task was mainly accurate. In some of the candidates' work there was little or no evidence of referencing in the text nor was there evidence through a detailed bibliography that a **range** of sources had been used.

Task d)

Marking of this task was mainly accurate.  This task requires an assessment of the factors that influence the popularity of two types of special interest holidays. In the work seen some candidates tended to describe rather than assess the influence of the specific factors which again limited the mark bands from which marks could be awarded. Limited statistical data was used or referred to when drawing conclusions in some cases.


## Administration

Most centres met the deadline for submission of portfolios for moderation.

OPTEMS forms were generally completed correctly.

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

Most centres did submit Candidate Authentication Records.

Annotation on coursework is now a requirement of the JCQ and should be used to highlight where key evidence could be found e.g. specifically where explanation, analysis, evaluation etc could be found. This is helpful to the moderation process.

In task a) annotation could be used to highlight clearly where candidates are locating destinations for each special interest holiday map, identification of transport links and the geographical distribution of the types of holidays.

In task b) annotation could identify whether the needs are straightforward or complex and where there is an explanation linking the itinerary to the tourists' needs.

In task c) annotation could highlight where a comparison has occurred and whether it is basic/detailed/comprehensive and where referencing and research has taken place, also whether conclusions have been drawn from statistical data.

For task d) the assessor could highlight where the candidate had made an assessment and referred to statistical data and where evidence researched had been used to substantiate the assessments made.

Some centres provided annotation, which was appreciated.

**General Comments**

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

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

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

Sample documentation, candidate exemplar work with moderator comments and pen portraits are available on the Edexcel website www.pearson.com as well as Principal Moderator reports from previous series.

**Grade Boundaries**

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[http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx](http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx)