Examiners' Report Summer 2008

GCE

GCE Applied Travel and Tourism (8791/8792/9791/9792)

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Summer 2008

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6987: The Travel and Tourism Industry

This was the third summer series paper for this unit. Questions were set to assess candidates' learning of the content of the specification, and devised to meet the assessment objectives as given on page 155 of the specification. Summarised below are the weightings applied to this unit.

Summary of AO Weightings and Question Requirements

	Summary of AO	Weighting	Question Requirements
AO1	Knowledge and Understanding	25-35%	Describe, Explain, Compare
AO2	Application of Knowledge and Understanding	25-35%	Explain, suggest
AO3	Research and Analysis	20-25%	Examples you have researched, Analyse, Explain why
AO4	Evaluation, reasoned conclusions, justified recommendations	20-25%	Evaluate, Suggest, Explain, Analyse, Justify

Candidates lost marks on this paper by explaining when the question had asked them to describe. Reading and understanding the command verb is a skill which was not well developed in many candidates, obvious by their answers.

As with all previous papers, there were 90 marks available. Candidates were allowed calculators, but on this paper there was no need for calculations. This does not mean that future papers will not have calculations, so candidates are always advised to have a calculator with them.

This report will comment on each question in the paper. It will comment on the overall performance of the question, key strengths and weaknesses in responses and in some cases will give example answers.

Q1a)
This was generally well answered. Most candidates scored 3 or 4 marks. Domestic Tourism was answered slightly better than Incoming Tourism. Sometimes definitions were not clear, though the examples given were most often correct.

Q1b)
A new type of question this series. Candidates were asked to **describe** an **example** of domestic tourism. Many just gave examples of two destinations, for example "someone who lives in London going to Brighton". This would only be credited with one mark. This question was worth FOUR marks, which many failed to notice, so some detail in the description of the example is needed. A full mark response is shown below:
" A family from Glasgow going to Swansea for a one week holiday. They would stay at the Dragon Hotel and visit attractions such as Oakwood Park and Aberdulais Falls. They may use Diamond Coaches to take them to a concert in the Millennium Stadium."

Q1c)

A popular question. Candidates like questions relating to the internet. This one asked them to describe three ways that transport companies use the Internet. Very many had no trouble identifying three ways "Advertising" "On line booking" and "e-mailing customers" were three of the most popular responses. However, few candidates achieved more than three marks, as many then went on to **explain** why the internet was good for either the customer or the organisation. The other marks were actually for more description of the use. So for online bookings, for example, for the second mark they would have to describe the online booking process, or identify what could be booked, and/or the online payment options. Part of a better response is shown below.

"They can use the internet to route plan. They can work out more efficient routes for their coaches using internet maps and find out if there are any delays or road works".

Q1d)

Some candidates answered this question well. The most popular answers were "satellite navigation" and "seatback TV". Others answered incorrectly with internet based answers, such as e-tickets or online check in or GDS. Transport technology, such as faster trains and bigger planes, was not credited unless a specific example was given such as Eurostar or A380 Airbus. Candidates who thought beyond Boyd Coaches were more likely to gain higher marks.

"There are digital bus timetables, saying when the next bus is, where it's going and how long you have to wait for it"
"Taxis have sat nav systems, Drivers can use this to plan the fastest route to avoid delays."
"Airports use new technology for their security systems at such as iris recognition and fingerprints"

Q1e)i)

This question was poorly answered by very many candidates. Most did know that it was linked with exchange rates, but were more confident in explaining the effects of currency fluctuations than defining what they were. This was actually what they should have done in 1e) ii). Most candidates scored only 1 or 2 marks for this question.
A good response is shown below:
"Currency fluctuations is the term used for the change in the exchange rate system around the world. For example, the Euro used to be around 1.50 to the Pound, but now it has gone down to 1.20 to the pound, this is a poor rate, but an example of a fluctuation"

Q1e)ii)

This question, linking currency fluctuations to organisations supporting incoming tourism was not well answered at all. Most answers related to exchange rates rather than currency fluctuations.
The majority of candidates referred to the effects on customers, rather than organisations supporting tourism. Many answers were along the lines of "when the exchange rate is good more people will come". Many then gave the reverse scenario in the same answer, e.g. "When the exchange rate is poor people will not come". Links to specific organisations were not often made. Part of a better Level 2 answer is shown below:

"When the dollar is weak, the amount of incoming tourists from the USA will decrease. This will affect airlines such as BA/Virgin Atlantic in particular as their profits may decrease. They may have to shed jobs. Organisations such as Visit Britain would therefore have to spend more money promoting and persuading people to come to the UK."

Q1eiii)

This question has been used in previous papers. However, candidates still lost marks by naming an external pressure and then going on to explain its effects. Terrorism 9/11 and the Indian Ocean tsunami were still the most popular pressures given, but to achieve full marks the answer should have described the attack in some detail showing evidence of research for full marks. The example below shows how this question should be answered.

"The London bombings of July 7th 2005 are an external pressure. 52 people were killed and over 700 were injured. It happened in the centre of London, three bombs were set off at major underground stations, and another one slightly later on a double decker bus."

Climate change was correctly given by some candidates as an external pressure, but some of these then went on to describe the weather and its effect on tourism. Economic climate was also given quite frequently, but with little understanding of what this term actually means.

Q1f)

Some candidates answered this question well. However, there were many who gave basic suggestions such as "improve their customer service" "advertise more" "buy more coaches" or "do special offers". To achieve marks in Level 2, the candidates needed to give a detailed suggestion, with justification and some link to the objectives of the coach company. Some of the better suggestions were;

- To expand the company and have a base in another part of the UK, or abroad
- To horizontally integrate with another coach company
- To offer other forms of luxury transport such as limousines
- To vertically integrate, or form a partnership with an attraction or a hotel chain.

Candidates who gave these types of suggestions were able to justify them, and link them to the objectives and therefore gained higher marks. Some very silly suggestions such as "have a gift shop on the coach" "offer international cuisine on the coaches" were not credited, nor were answers which gave suggestions that would already be present on luxury coaches, such as TV's or reclining seats.

Q2a)

Many candidates seemed unaware of what is meant by the term *"product development and innovation"* and gave examples like "redecorating" or "building more rooms" or "adding a bar and restaurant" to the hotel. Some of the examples chosen were services rather than product development, such as room service, excursions to the Lake District etc…

The past paper from January 08 had obviously been used as a revision aid for some, as in this instance the question referred to a five star hotel. This enabled them to describe developments such as internet access/wi-fi, conference rooms with technology etc. and they would have gained marks for this. Similarly, with facilities such as gym, spa, beauty treatments etc, which were often given and credited.

However, again, marks were lost by candidates **explaining why** the product would be good for the hotel or the customer rather than just describing the product in more detail. A good full mark response is shown below;

1. They may have computer reservations systems so that customers can check availability and book their hotel rooms online.
2. Visitors may be given a tag or card for their room instead of a key. They can also use this card to get access into the gym.
3. The mini bar in the rooms may be updated on a database as soon as a person takes something out of it. It can then be added on to their bill automatically. (They may also have touch screen ordering in the restaurant.)

Q2bi)

Perish ability was understood by some candidates. However, it was not always related to the tourism product. Some candidates mistakenly thought that perishable referred to a limited time special offer or to a customer who did not arrive at a hotel or airport for their booking.

Intangibility was better understood. Most candidates gained at least one mark, many were totally correct.
"Something that can't be touched, for example a holiday – something you do and experience but cannot hold. You have only memories of the experience.

Q2bii)

Candidate who had scored well on bi) usually also scored well on this part of the question. Again, intangibility was answered much better than perishability.

Perishability, when correctly explained, referred to reducing the prices of rooms nearer the date, but very few other correct suggestions were given. Lots of "advertise a lot" answers were given, but not really relating this to managing perishability.

Good answers for intangibility made reference to the hotel having a good website, with virtual tours, pictures, and reviews from previous visitors. The hotel may also have produced a DVD to send to customers and travel agents so they know what they are selling. Links were quite often made to the "memories", and having tangible souvenirs, such as photos, key rings etc for customers to take away were also suggested. Better answers clearly linked their explanation to the Grand Hotel.

Q3a)

A very well answered question. The chain of distribution has been on most examination papers in this unit, and candidates have obviously revised this and it is reflected in the number of full mark answers to this question.

Q3b)

Another very well answered question. Candidates who did not score full marks here had failed to see that they should have given an example.
The most common answers were;

- Thomson
- Alton Towers
- Hilton Hotels

"Merlin" was accepted as an example of an organisation in the attractions sector, as it is the new company that owns Alton Towers, Chessington, Thorpe Park etc. The Tussauds Group (former owners) was also accepted in this series.

Q3ci)

Some candidates had a good knowledge of these two terms and understood the difference between them. Those who did, and related their answer to the chain of distribution, scored full marks.

Interdependence	"this is the fact that organisations rely on other organisations in the chain for them to be able to run, for example travel agents rely on tour operators to provide package holidays for them to sell"
Interrelationships	"organisations within the chain work together to help them provide a better service, for example the accommodation sector may have a relationship with the transport sector to enable the tourist to travel to their accommodation."

Very many candidates confused interdependence with INDEPENDENT, and incorrectly described an independent travel agent or tour operator.

Q3cii)

The vast majority of candidates correctly described the usual relationship between a travel agent and a tour operator. Very few went on to analyse the relationship further. Those that did referred to direct selling, the wide range of products a travel agent can sell without reference to a tour operator, or in very few instances used dynamic packaging as an example of how their relationship is now changing. Extracts from a better answer are shown below;
""It would be possible for a tour operator to work without a travel agent, as they can offer direct booking to customers at a cheaper price on their website, cutting out the middle man. But travel agents also offer other products than just package holidays, such as insurance and currency, so they do not totally rely on each other."

Q4

This question was answered well by only a few candidates. The stimulus material in the article referred to most of the growth being in North America, a fact that most candidates managed to miss. Mainly negative impacts on the accommodation and transport sector were considered. Better answers would take into consideration other sectors of the industry as well, such as attractions, travel agents and domestic coach operators.

"For some sectors such as coach and other transport organisations, this will have a positive impact, but for organisations in the accommodation sector it will mainly have a negative impact. The number of coaches and services to major ports in the UK will increase, as people still need to travel there to board the ship. Airlines will still need to fly some people to say the Caribbean to get on ships. There may also be more customers for hotels such as Travelodge in the ports as people may have to stay over night before the cruise departs. Mostly though, it will have a bad effect on the accommodation sector because more people are staying on a ship instead of in hotels. The attractions sector may also be affected in a positive way, as a lot of cruises stop off at attractions."

Q5

A poorly answered question on the whole. The term “modest-spending” was not understood by some, and others did not refer to domestic tourists. A very large number of candidates suggested “reduce the prices of the hotels”. As a business proposition this would not be sensible. Other candidates just repeated the suggestion from the case study and expanded on it, ie they should provide entertainment, cheap food and drink and toilets in the parks.

Better suggestions included;

- Build more basic hotels, such as Travelodge and Premier Inn
- Get local people to offer bed and breakfast
- Local people could rent out their houses
- Do package deals with tour operators, to include transportation, hotels outside the city and tickets for the games
- Remove or lower the congestion charge
- Early morning and late night transport so people can visit for a day.

Justification was on the whole weak, with “so it will be cheaper” being stated most frequently.

6988: The Travel and Tourism Customer

This report comments on the marking from this Summer moderation series. 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.

1. Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit and shown on page 21 of the specification. Three of the tasks should be completed following investigation of various travel and tourism organisations. The fourth task (b) can be completed independently through dealing with customers through work experience or role plays.

The Tasks are:

- a) A description of the needs of customers in one entire sector of the Industry and an explanation of how the organisations, in that sector meets those needs.
- b) Customers have been dealt with in four real or simulated travel and tourism situations. A complaint is dealt with.
- c) A method is proposed for evaluating customer service and documentation is produced.
- d) An evaluation of customer service in a travel and tourism organisation covering quality criteria, with conclusions and recommendations.

Included in many portfolios were the tasks set by the centre, indicating that candidates had been given correct information about the evidence requirements.

The Travel and Tourism Organisations

Most candidates selected travel and tourism organisations to investigate. The most popular type of organisations is still visitor attractions, accommodation and airlines. For many centres all candidates in the cohort selected to investigate the same organisation. In a minority of centres, candidates chose to study different organisations. Either approach was acceptable. However centres should note that Catering or Leisure are not acceptable sectors; assessors should ensure that candidates select only those sectors shown on page 11 of the specification.

Centres should note credit will not be given to portfolios presented where Travel and Tourism organisations have not been investigated.

Teachers are advised to confirm with candidates, their choice of organisation and sector to ensure they have selected one that is appropriate. Teachers may also want to liaise with the selected organisation to ensure they are able to provide access to relevant information, some of which may not be available for general public scrutiny.

Some centres are still focusing on one organisation; for example "Oasis Travel Agency ", this does not constitute a sector.

Many centres were able to use their own facilities for task b). However these must be Travel and Tourism based, Catering is not acceptable, however centres are permitted to use a Hotel scenario for one of their role plays. Some centres are not using four face to face situations for the higher mark bands, but instead are using email, and telephone situations.

Candidates may complete task c) and d) for this unit on different organisations however this may limit them being able to progress up the grade boundary. Centres should note that tasks c) and d) should be completed and presented as discrete tasks.

Task A
This task addresses AO1 – *demonstrate knowledge and understanding of the specified content and of related skills in vocationally related contexts.*

This task was divided into two elements. The first element consists of candidates showing knowledge by describing the needs of customers within an **entire** sector of the Industry. The second element requires candidates to demonstrate an understanding by explaining how organisations within this sector meet those customer needs.

There was an improvement on this task this series. There was evidence of some candidates selecting a sector and covering various organisations within that sector. There was at times a greater coverage of different types of customers and their needs for the first part of this task.

However in some centres, candidates are still not demonstrating an understanding of **customer needs;** on the whole many were descriptive, giving what was provided by the organisation. Some candidates are still not showing an understanding of "needs", they consistently refer to what would be "good" for a disabled person or what groups might "want" rather than how their needs were met and why. Candidates need to show here that they understand what a need is, for example, something which is "essential" and not optional , is it is not" good" it is necessary. Some candidates are still giving a theoretical overview of customer service and types of customers, which does not meet the assessment criteria.

EXAMPLE for the first part of Task A: Types of customers and Needs of customers from the Airline sector.
One of the customers for this sector would be a Business Person.
One or their **needs** is **Speed**.
Business people are always running to a tight schedule due to the nature of their job. They may be coming straight from one meeting heading to another in a different city, and therefore they may have limited time to check in with the airline. They cannot afford to miss their planned flight as this may result in money lost or failing to meet company deadlines.
They may also not have baggage to check in as this may only be an overnight stay or a day visit, and therefore do not have the time, or want to stand in a check in queue for twenty minutes, as they may have work to complete or phone calls to make prior to the next meeting. Therefore they want to be able to check themselves in quickly and find somewhere quiet to make phone calls and use their laptop or read over documents prior to their meeting.

Centres are advised that the above example is only ONE out of a wide range of a business persons needs.

For the **SECOND** part of the task, candidates need to demonstrate an understanding by explaining how organisations within their chosen sector meet those customer needs. Overall some candidates are still not looking at more than ONE organisation from within their chosen sector. At times candidates are just focusing on one or two organisations from their sector, this is not acceptable. Candidates must look at a range of organisations that will cover and meet the need of all their different

customer types and needs. At times candidates gave a list of products and services, that the organisation provided which were not explained and often read like a brochure.
In most cases an attempt at an explanation was given on how the organisations in that sector provided different products and services for different customers but did not focus on how they met different customer needs.

If candidates choose the sector Visitor Attractions, candidates should focus on attractions throughout (ie Built and Natural) and not just one type of attraction. The examples should then be drawn from a range of different types of attractions, to show how the sector meets those needs, particularly at higher marks.

The same applies to the Accommodation sector and the Airline sector; a range of types should be covered in order to address the sector. At times candidates would confuse different sectors together for example Airline and Airports or Travel Agents and Tour Operators.

Some centres are still getting confused over Travel Agents and Tour Operators. These two sectors are different in terms of meeting customer needs and should not be joined together as was seen this series.

In some instances the candidates did not address the first part of this task and just described the products and services available to different types of customers. Assessors should break this task into two clear tasks one to focus on the needs of the different customers within the sector and one on how organiations within the sector meet the needs.

It may be beneficial if candidates were given a template to help them with their **planning for their assignment task,** to ensure they have considered all the different types of customers within their sector and their needs. This template could then be used as a guide to help candidates describe the needs and the customers.

NEEDS OF CUSTOMERS

Activity

(i) Individually, select a SECTOR of your choice e.g. Airline, accommodation, or any others.
(ii) Choose a type of customer (Include internal and External) that may use this facility.
(iii) Identify the needs of your chosen type of customer for the type of sector selected. For example a business person's need may be SPEED. Write the identified needs on the table below.
(iv) Describe the type of customer and their needs in more detail.
(v) Investigate specific examples of organisations from your selected SECTOR e.g. for airlines this may be British Airways, Easy Jet, Thomas Cook, private jets as it represents the range of airlines. Find out how they use or create products and services to meet these needs.
(vi) Complete the table below describing how that organisation meets the need.
(vii) Repeat the process for different types of customer on a different sheet.
(viii) Use your findings to describe how the chosen sector meets the different types of needs of their different customer types.

Type of Sector:_________________________

Type of Customer:

☐ Individual ☐ Culture ☐ Group ☐ Age

☐ Business ☐ Specific needs ☐ Non English Speaking

Customer Need	Name of Organisation	How they meet the Need

The key requirement is for candidates to show knowledge and understanding through accurately identifying and describing the **needs** of customers in one sector of the Travel and Tourism Industry and being able to **explain** how organisations belonging to that sector meet those needs. Assessors and candidates should ensure that both parts of these tasks are completed.

Task B

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

Candidates are required to deal with **FOUR** different types of customers and situations. One of these must be a complaint, which may be in the form of a letter.
Most of the centres seen used simulations to address this task which is perfectly fine however centres should note they must be from the Travel and Tourism Sector and Catering and Leisure are not acceptable. However one role play may be carried out in a Hospitality situation.
Some centres were also found to be using parents / open evenings; these are not acceptable for this task.

All candidates showed evidence of their dealings with customers in mainly simulated situations. At times though it was unclear what types of customer had been dealt with, as some assessors gave a clear and detailed scenario but just stated "a customer "as a type. Centres must give a clear description of the type of customer being dealt with. Most of the scenarios were in travel and tourism contexts although a significant minority produced evidence from other contexts. If candidates intend to demonstrate customer service through work experience, the centre should ensure this experience is within a travel and tourism organisation as appropriate to the components in unit 1 Assessors should also note that it is the Centre Assessor who must witness the candidate dealing with the different types of customers and situations and not the staff within the work experience organisation. A work experience report is not sufficient evidence for this task.

For this task, candidates should deal with a range of situations and a range of customers. For a significant number of candidates, evidence did not show the nature of the situation or type of customer. The needs and circumstances of the customer should be given to them in detail and in order for them to access the higher mark bands, it is advisable for the assessor to include complex situations. An example of a complex situation can be found on page 28 of the specifications in the Assessment guidance for Mark Band 3.

Most of the situations ranged from straightforward to complex, however using a telephone is not a face to face process in communicating with customers and therefore may limit candidates achieving the higher mark bands. Centres should also note that, a power point presentation, given at a Welcome meeting, without dealing with customer situations at the end is not acceptable evidence for this task. If a Welcome meeting is undertaken, there must be clear evidence of the different situation and type of customer the candidate has dealt with. Along with a detailed witness statement assessed against the mark band statements, highlighting how and where the candidates have achieved the criteria.

There was evidence this series of candidates taking part in Welcome Meetings. Although this scenario is acceptable the evidence must show how the candidate has interacted with the customers and met their different needs. In most cases all the evidence submitted, only demonstrated candidates giving an overview of a resort to a group of customers. If candidates are involved with dealing with different customers after their presentation, then different scenarios must be included for this with detailed witness statements showing how and where they achieved the criteria. At times there was evidence of candidates meeting needs of customers, however supplementary needs were unclear.

The appropriate documentation completed by the candidates during their role plays, was at times poor. For example if the candidate is given a situation of booking a holiday – there should be an Enquiry Sheet filled in followed by a Booking Form and maybe a Receipt book. All documentation that would be used in that situation by Industry should be completed by the candidate and included in the work, although this documentation can be designed by the centre.

An Example of an Enquiry Form is below:

ENQUIRY FORM

Company Name:

Sales Agents Name:

Date:

Customer Name	Contact details	Number in Party	Date of Holiday
Destination Choice	Accommodation Type	Special Requests	Price Range

There was evidence that some centres graded each situation, and awarded a different mark band point score for each situation, this can lead to confusion and in future an overall assessment of how the candidate has achieved throughout the grade boundaries should be completed, at the end of all the practical work. However it is expected that for each situation dealt with, there is a witness testimony, observation statement or assessment checklist, highlighting how the candidates has performed. Whichever format is used, it should include an outline of the scenario presented to the candidate (if simulated) or the context of the situation (if real). The type of customer should be identified. Candidate's performance should be described. The description should be sufficient for a non-observer to be able to support any assessment decisions made. It should make reference to key requirements of the task. There should be a summary assessment statement for each situation. Each testimony/statement/checklist should be signed and dated by an assessor. Any supporting evidence such as completed membership application forms, booking forms, receipts etc should also be submitted. This further authenticates the candidate performance.

Candidates are still submitting scripts of their role-plays of how they performed. Assessors should note that this is not required for this task as this does not show application and suggests that the candidate may not been involved in dealing directly with customers

Candidates are still including evaluations of their performance within their portfolios. Assessors should note that this is **not** required as supporting evidence for this task.

The key requirement is for candidates to apply their knowledge and understanding of the key needs of customers and that appropriate communication skills have been demonstrated and that a customer focused approach has been demonstrated.

When a letter was used as evidence for a candidate dealing with a complaint, the evidence tended to be poor and not up to Industry standards due, to poor spelling and grammar, lack of company logo, address and date. Candidates also tended to offer customers unrealistic compensation; for example “60% off your next holiday.”

Centres should note that the witness statements produced by the assessor for this session’s moderation were slightly more detailed than last series however at times there was not enough written evidence by the assessor to sufficiently reflect the requirements of the various mark bands.

Although overall there was some improvement within this task by centres. Assessors should note that the comments they write concerning the candidates performance are paramount to the moderation process.

Task C
This task addresses AO3 – use appropriate research techniques to obtain information to analyse vocationally - related issues and problems. This task is divided into two parts.

Candidates are to propose a method for evaluating customer service, design appropriate documentation which will aid and capture data and ensure that appropriate quality criteria have been used.
The second part of this task requires candidates to give an explanation of why the chosen methodology is appropriate for their organisation.

There was an improvement this year with some candidates showing improved research techniques in terms of the documentation produced. Some candidates produced detailed documentation for their methodology, which included quality criteria and specific quality criteria and a system to assess in terms of performance of organisation. Candidates generally chose a point score of 1-10 or a system using excellent good and poor. Some centres did not include any assessment method in their documentation, which limit the transfer of data to a spread sheet.

In some cases centres still tend to put these two tasks together and this unfortunately lended itself to some misinterpretation and misunderstanding by the candidates of what was expected of them. It may be beneficial in future to encourage candidates to concentrate on completing task c) before looking at task d).
At times candidates included all their graphs and results in task c) instead of task d).

The majority of candidates chose at least two different methods of research and designed appropriate documentation to use. However they tended not to refer to Benchmark standards and instead just stated the quality criteria that they were going to use. In most cases there was no evidence of bench mark standards in the documentation in task c).
However most of the candidates chose an appropriate method for evaluating customer service, and designed appropriate documentation for the selected method.

Centres should note that candidates are only required to choose one method not two, if two are chosen candidates need to justify the need for all methods selected and explain why each method is suitable for the chosen organisation and not the candidate. In the majority of cases the candidates chose either, a survey, an interview or mystery shopper exercise, or in most case two of these. Some quality criteria were mentioned and described, however there was some reference made to bench mark standards in their discussions this series. However, there was no evidence of these being shown on the documentation.

Centres should note that for the higher mark bands, candidates must not only give quality criteria but also specific aspects of quality criteria and benchmark standards should also be included. The documentation must also be designed to support analysis of data that is easily transferred to a spreadsheet or database.

Bench mark standards for Visitor Attractions can be found on the Visit Britain website. The Association of Leading Visitor Attractions may also have some benchmarking data used for standards. Candidates can also make up their own benchmark quality criteria or use criteria from a similar organisation.

An explanation is given of why the methodology type is appropriate for the research to be undertaken, but not always on how it is appropriate for the chosen organisation. Candidates still tend to list mainly advantages and disadvantages of the different methods, eg ("surveys are quick and easy"), and not give an explanation of why their chosen methodology was suitable for the organisation. Many were found to be commenting on how the methodology type was suitable for the candidate and not the related organisation.

Although the majority of centres used the same organisations for tasks c) and d), in some cases different organisations were used. Although this is acceptable it may limit the candidates progressing up the mark bands.
It was also found that many centres, allowed candidates to insert their findings from task D into evidence for task c), therefore some centres claimed work twice here. These two tasks MUST be addressed separately.

The key requirements here is for candidates to show **analysis** of the use of different research methodologies and their appropriateness for their organisations. Candidates should ensure that both parts of the task are completed and that the focus of their evidence is analysis.

Task D
This task addresses AO4 – 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 research ONE organisation, and carry out an evaluation of customer service covering a range of quality criteria with a link to benchmark standards. Conclusions should be drawn and recommendations made.

In this series of moderation, there was some improvement for some centres in terms of the evaluations produced by the candidates but on the whole evaluations still tend to be basic and more descriptive than evaluative. Candidates did base their discussions on their results. However in the majority of cases candidates did not link their results to benchmark standards.

In some instances it was found that candidates are not carrying out an evaluation of the organisation, but instead they are just describing their interpretation of their graphs. Centres should note this is not evaluation and graphs should only be used to substantiate the candidate's conclusions, recommendations and findings.

Conclusions made were mostly straightforward with some recommendations for improvement, but at times these tended to be more product focused and not customer service focused. Therefore in the majority of cases MB1 was best fit.

To fully achieve MB2 assessors should note that there must be some depth to the evaluations, with reasoning in their judgements and conclusions made. These should be substantiated either through data supplied by the organisation or through surveys of customers, staff etc.
It was found that candidates did not understand the concept of substantiation and therefore conclusions were often limited. In the majority of cases the research was only based on the candidates own experience and not on evidence gathered through surveys of staff and customers.
Recommendations should be customer service focused and not product focused and the evaluation should be objective and not subjective as was found in the majority of cases.

In the majority of the sample the results were based on the candidates own opinion and at times results could be limited as candidates tended to ask closed questions where a yes or no answer was all that was needed, therefore limiting their evidence.

To conclude; it was clearly evident that some of the candidates had carried out a vast amount of research. Unfortunately instead of taking this statistical information and using it throughout their evaluations, they tended to just describe the contents of their various diagrams and pie charts, and NOT carry out an evaluation. This does not address the task.
The key requirement is for candidates to assess, and they should ensure that all parts of the task are addressed and that the focus is on evaluation and their evidence should show them making an assessment or judgement.
At times some of the questions used were product focused questions and not customer service focused.

2. Marking
On this moderation sample, marking at times was not accurate. There was a tendency to be generous, especially when awarding the higher mark bands. 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 comments justifying their choice of mark band and mark awarded would have assisted the moderation process.
Moderators do find it useful when assessors annotate candidate work. Annotation should focus on the mark band descriptors. For example, in task a) annotation could highlight clearly which sector has been selected the different types of customers – the range of customers and the needs accurately produced by the candidate. In task b) annotation could show where the candidate has dealt with the different customers where they have met a need and where they have met a complex need. In task c) annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. For task d) the assessor could highlight each reasoned conclusion and where the conclusions were substantiated it is also essential for moderators to see the pen portraits used in tasks b)

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.
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.
The correct sample was not always sent as centres tend not to include the highest or lowest if they have not got an astrix at them.

Authenticity sheets were not always included with the work, in order to confirm it was the candidates own work.

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

Mark record sheets were included but at times not completed properly, in terms of the candidate name and number. 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.

Assessor feedback sheets lacked detail and did not always relate to the mark band statements.

4.General Comments

Types of Evidence
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 dealing with four types of customers. If this format is used, candidates portfolios should include witness testimonies, 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, audio tapes 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 and it is this that should be sent to the moderator. Printed versions of documents can be sent in support.

General Performance

Overall, candidates showed some knowledge of their chosen sector and the different types of customers however needs, were mainly lists and not exemplified. .
In task B some candidates were able to handle a complex situation with a specified customer; however documentation was at times weak. Types of customers were not always clear.

Candidates were able to collect research on different methods of methodology, for task c) and select at least one method and design their own documentation for collecting data. Benchmark standards were not always included in the work. The majority of candidates chose more than one method of research.
task a) Answers showed a lack of analysis and conclusions and recommendations were mainly straight forward and not matched to benchmark standards.
At times candidates addressed the first part of tasks and not the second – this occurred in task a), where the focus was mainly on organisations and how they meet the needs of customers.
Overall there was a slight improvement in this moderation series, especially with task b) and task c).

6989: Destination Europe

This report will summarise key issues and comment on the assessment evidence requirements, candidate performance, the accuracy of the marking and the administration.

Key Issues

a) Candidates still do not clearly explain how the features given in the unit specification are used to differentiate destinations into different categories.
b) The two elements of this task are still addressed as one and explanations are limited when merged with descriptions. Candidates generally do not show an understanding of the features that give a destination appeal as they are either not describing the features that give their selected destination appeal or are describing all features in the selected destination.
c) Candidates are presenting more analysis in their evidence but they are still limiting their research to the internet and are not providing details to show independent research.
d) Most candidates are now assessing rather than describing the methods of transport available. Assessment does not always consider suitability against the factors given in the specification.

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: the candidate's knowledge and understanding.

It is in 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.
- 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 candidates 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. Candidates should research *the most appropriate transport route/s and gateways* used by UK tourists to reach *each destination located*. Where emerging destinations are shown these should be clearly highlighted to show that they have recently become popular. An explanation on the map is not needed. 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.

If taking ‘countryside areas’ as an example, an outline map would be used and the candidate will accurately locate and clearly label the countryside areas that are popular with UK tourists. The areas shown will be accurately located as a defined area. On this map, *appropriate gateways* will be shown, together with the *relevant transport* routes to show *access* to *each* of the destinations located. Evidence would show the most appropriate gateways and transport routes for *this category* of destination. For instance, airports and air travel would generally not be considered appropriate to access countryside areas. Road and rail might be more likely as these destinations are popular with independent travellers and self drive holidaymakers (e.g. campers and caravanners) and people who want to be able to travel and sightsee with their own transport at their own pace. Coach and rail travel are also popular transport methods to access countryside areas. Having reached this decision, candidates will locate their selected countryside areas and research appropriate gateways and transport routes to access them. They could show ferry routes across the North Sea to access northern Europe from the north of England and Scotland and some of the cross Channel routes. Road and rail routes to access destinations from the ports will be shown. It will not be necessary to show airports. It will not be necessary to label all possible ferry routes just those giving access to destinations located. Detail will be added by labelling gateways (ports and rail termini) and including road/motorway numbers for the main arteries. This shows understanding and knowledge of the most popular countryside area destinations with UK tourists and how they would be accessed from the UK. A further five maps would be submitted to address the other types of destinations.

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. Candidates would not be expected to refer to all types of features for each category as some will not be important. For example, candidates 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. Candidates 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 candidates 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, candidates 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 some improvements since the last series especially with the maps. The majority of samples included six maps one for each type of destination. There was a clear improvement in attempts to show access and transport routes to *each destination* located on maps. There was also an improvement in labelling *relevant* routes and gateways rather than all possible routes. Maps tended to have more detail – such as airports.

However, there was still some confusion in the 'heritage and cultural' category where built attractions and heritage sites were located. UK destinations are not appropriate for this unit and should not be labelled. Some candidates continue to locate far too many destinations; locating too many destinations often resulted in the use of numerical 'keys' with a corresponding list of destinations attached separately or squashed onto the map. This hinders interpretation and accuracy as it does not clearly show the location of each destination. Some candidates had clearly researched appropriate transport routes and gateways and obtained details such as airport names and road numbers to add detail, this information should be presented on the map and not as an attached sheet. Candidates 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. Guidance is offered at the end of this section.

As seen in the January series, there was some improvement in the explanations with fewer candidates describing the features of destinations. The explanation should explain how the features are used to categorise each type of destination. An explanation of the appeal of features to tourists is not appropriate for this task. There was an improvement in the use of examples of features and destinations to inform 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.

Most candidates 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 chart could be used to assist candidates in planning and researching information to include on each of their maps. It can be used as a 'step by step' guide. Candidates may find it useful to start this task by categorising the types of destinations. This can be achieved through brochure research, a visit to a travel agents or researching 'top ten' listings. Candidates can then check that they have selected appropriate destinations (i.e. the most popular) to include on the maps. At this stage, they could choose to dismiss some of those identified so that the number of destinations located is manageable in terms of them showing access to each. They could also seek to identify emerging destinations. Before locating any destination, research into the transport options should begin. The starting point should be to establish the most relevant method of transport for each category. It is not appropriate to show all possible transport routes to each destination. The use of holiday brochures, classroom discussions and consideration of the types of tourists, nature of the holidays or tourist activity of each category could be used to establish the most appropriate transport method.

1. Destination type:

Coastal area	□	Countryside areas	□
Tourist towns and cities	□	Business and conference	√
Heritage and cultural	□	Purpose built	□

2. Most popular destinations:

3. Emerging destinations:

4. MOST relevant transport route/routes for this category:

Air √
Road x
Rail √
Sea x

5. Destination	UK Gateways Main	UK Gateways Regional (less important)	European Gateways	Main routes Rail √ Road x Sea x
Paris	Heathrow (LHR) Gatwick (LGW) Manchester (MAN)	Leeds/Bradford (LBA) Cardiff (CWL) Bristol (BRS) Exeter (EXT)	Two airports: Charles de Gaulle (CDG) and Orly (ORY)	Eurostar from St Pancras, Channel Tunnel to Paris Gare du Nord.
Madrid	Heathrow (LHR) Gatwick (LGW) Manchester (MAN)	East Midlands (EMA) Inverness (INV)	One airport: Madrid Barajas (MAD)	Eurostar from St Pancras, Channel Tunnel to Paris Gare du Nord, cross Paris Depart Gare d'Austerlitz on trainhotel 'Francisco de Goya' to Madrid Chamartin

Checklist of details to include on map:		
Gateways:	UK	European
Airport names/codes	☐	☐
Rail terminii	☐	☐
Ferry ports	☐	☐
Transport Routes:		
Flight paths	☐	☐
Rail (TGV/SNCF etc)	☐	☐
Sea crossing	☐	☐
Channel crossings	☐	☐
Road/motorway names/ numbers	☐	☐
Other details:		
Research and Independence **<u>Information sources accessed:</u>** 1. Business Traveller magazine July/August 2008 This source was very useful because............ I didn't find this source useful because................ 2. Thomas Cook Rail Map of Europe This source was very useful because............ I didn't find this source useful because................ 3. www.cheapflights.co.uk/flights This source was very useful because............ I didn't find this source useful because................		
I confirm I conducted my research for this task independently : ....Student Name Endorsed by .... (Teacher) .... (date)		

This type of evidence is not a requirement of the task but may be helpful to the candidates. It should not be submitted if used although any research evidence should be submitted to be credited in task C.

Task B

Evidence Requirements

This task targets Assessment Objective 2: the candidate's ability to apply their skills and understanding.
It is in two parts:

- A *description* of the *key features* that give one 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 candidates can apply their knowledge of key features and appeal to recommend a suitable destination. The candidate should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and circumstances. Complexity can be achieved when individuals have contrasting needs and requirements or there are perhaps limitations and restrictions for instance with mobility. Where each individual in a group/family has different/contrasting needs complexity will be shown when all needs are considered as a whole rather than considering each individual's needs in isolation. 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). 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. 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.

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. Key features of the destination had not been identified or described in any detail, and few links were made to show the *appeal* to *different types of customers*. Evidence did not really show a sound understanding of how the key features of the destination related to its overall appeal. Where explanations had been addressed as a separate task clears links between needs and specific features were made. Evidence of understanding and application was shown most convincingly where there was less reliance on 'screen shots' and candidates had used 'their own words'.

Task B continues to be a weak area and many candidates still approached this as one task. They tended to consider features in terms of the tourist in the pen portrait only and many still did not consider the general appeal of the destination. Candidates tended to describe their chosen destination in general terms or else described all features. Also, many candidates described all possible transport routes, carriers, costs and times to reach their destination without any suggestion that they had identified that these were 'transport and communication links' and therefore a key feature important in the appeal of the destination. If a city destination had been chosen this could be a valid key feature; however this was not made clear. There was no clear indication they had selected those *key features* that give the destination *appeal* to show *discrimination*. Whilst some candidates addressed the task logically with sub-headings of features taken from the specification, many still described the destination without reference to the features in the specification. Some of the evidence contained downloaded material which is not appropriate. Some of the evidence contained referencing of sources used.

An improvement was seen with the inclusion of pen portrait details in the majority of samples. Whilst many offered mainly straightforward needs some candidates did offer a breakdown of needs into two types: straightforward and complex and then summarised their explanations by linking back to these needs identified. Although fewer instances, some pen portraits still required candidates to recommend a ‘holiday’ to meet tourists’ needs. Based on these requirements, candidates submitted brief descriptions/‘travel guides’ of the holiday destination merged with their recommendations. These would include the best dates to travel, which carrier to use and suggested flight times. Reference to elements of a holiday does not match the requirements of this task.

Task C

Evidence Requirements

This task targets Assessment Objective 3: the candidate’s ability to research and analyse.

This task is in two parts:

- Evidence of research undertaken for all tasks
- 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. Evidence expected is a bibliography 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 candidates 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. This could be a statement from the candidate endorsed by the assessor that indicates how the sources were obtained to confirm that research was conducted independently. Candidates are expected to consult a range of sources for all tasks, beyond the internet. They could consider trade journals, newspaper articles, brochures and travel guides etc.

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. Candidates should analyse how each factor has contributed to the growth in popularity. 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. Although each factor could be analysed separately, evidence should include analysis of the overall effect of the factors combined. The ‘bigger picture’ should be viewed to show the relationships between each factor, the control of factors and the effect on the growth in popularity and appeal.

Candidate Performance

There was some improvement overall. Evidence of research was better evidenced. Most candidates submitted a bibliography for each task. There were a few instances of a high standard of referencing and research. Often sources listed in bibliographies were more detailed and formal systems had been used to give Title, Author’s name, publication date etc. However evidence of independence was still absent from most of the samples. This could have been achieved within each bibliography by indicating the date the source had been accessed and why, with an indication of the usefulness of each source. A few candidates had submitted a 'record of research' together with a signed statement by the candidate to confirm independence countersigned by the assessor. There were fewer examples of search engines being given as a source. Most candidates had referenced some of their work, predominantly task C. There was an improvement where candidates included clearer referencing in the body of the text rather than relying on simply giving a website address next to a quote. For instance – "In 'author's name' publication 'title of report', it is suggested that '…paraphrased'. Some candidates used foot notes to give full detail of sources used. There was also some improvement in the analysis. 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 candidates. 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; where independence should be made clear by the candidate.

Fewer candidates chose countries rather than destinations. Some candidates continued to select well established destinations rather than those that have recently become popular. Where well-established destinations are selected candidates 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 candidates focused on the factors affecting popularity and appeal as given in the specification. There were fewer irrelevancies of historical and economic developments. Candidates 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 explanation of the rise in popularity, linked to factors was found in a number of samples. Candidates 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, candidates still provided mainly superficial analysis of how the destination had controlled factors to maximise their popularity and appeal. There seemed to be a weakness in understanding of the requirements. In many instances, reference to controllable factors was vague or implicit and often addressed superficially under destination management. This should be a separate analysis. Some candidates identified the factors that were controllable and used this as the starting point for their analysis.

Task D

Evidence Requirements

This task targets Assessment Objective 4: 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 travel 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. Candidates 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 candidates 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 continues to show improvement. Downloaded routes, route-planners and itineraries were less common and where included, most had been placed in an appendix. Much of the work was more evaluative than descriptive. Fewer candidates gave descriptions of routes or else theoretical assessments. Some candidates had included assessments of methods and/or routes that were unsuitable with reasons linked to needs, showing a range of modes of transport had been fully assessed. 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 many candidates still listed 'advantages and disadvantages' for each transport option. This is not appropriate for an evaluation and these do not need to be included as evidence. Advantages and disadvantages are useful tools to help candidates prepare the assessment and the results should be used to inform the assessment. Many candidates still did not consider suitability in meeting needs against a range of factors but focused only costs, time and convenience. Reference to 'factors' was not always clear. Some pen portraits were not appropriate, for instance it is not necessary to consider a complex journey with several destinations.

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. Assessors should first determine the mark band statement that '*best fits*' the evidence submitted. Therefore a 'holistic' approach is needed. The inclusion of evidence that is in mark band 3 (e.g. 'emerging destinations' task A) does not in itself mean the evidence matches the mark band criteria. 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, mark band 1 applies; mark band 2 could only be considered appropriate if the candidate is clearly making assessments. *'Best fit'* should be considered where there are descriptions and some assessment to determine whether mark band 1 or 2 is best fit. The entry point is the mid point mark of the mark band; in task A for instance mid point at mark band 1 is 5 marks. If there are strengths or weaknesses in the evidence these can then be taken into account to move marks above or below the mid point. Taking the example above, '*descriptions and some assessment',* there are clearly weaknesses, therefore if mark band 2 is considered best fit then low marks from the mark band should be applied. If mark band 1 is considered best fit then higher marks can be awarded to credit the assessments that are made. Marks at the top of a mark band should only be applied where evidence is considered borderline and there are significant traits of the higher mark band.

Task A

Overall marking was slightly generous for this task. Weaknesses on the maps were often the selection of appropriate destinations that are popular with UK tourists, the accuracy of the locations and the appropriate (i.e. relevant) gateways, road and rail routes and lack of detail. However the key weakness for this task, were the explanations. Examples given did not clearly support explanations, many of which referred to how important the features were to the appeal of destinations to tourists rather than explaining how they are used in categorisation. 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 as descriptions tend to be generalised and lack detail. There was little evidence of discrimination of key features and understanding of appeal to different types of tourist was not evident. 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 candidates to use different types of sources for their research. For this mark band, candidates are also required to have conducted independent research. See comments regarding type of evidence required. In terms of research, for mark band 2 candidates should also reference their sources.

Task D

Marking in this task tended to be 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, the destination should have some difficulty in access (for example no direct flights) and needs should be complex. 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 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.

Samples submitted were not always correct and did not always include the highest and lowest. Further samples had to be requested from centres. 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:

In task A annotation could be used to highlight where candidates had explained, rather than described, the features that are used to differentiate categories of destinations. It could also be used to highlight where there is detail such as examples of features.

In task B annotation could also support the moderation process to show where features of a destination are described in 'detail' and where the candidate has clearly discriminated between features that exist and those that give a destination appeal and to highlight where the assessor considered the candidate has made reference of the 'appeal' to 'different types of tourists'. Annotation can show where the 'key' features have been discriminated. Annotation can be used to show where the candidate has given an explanation linking the specific features of the destination to the tourists' needs and not just described what is available. Annotation in this task could also help highlight where the assessor considered the candidate has addressed the complex needs of the tourists in the pen portrait.

In task C annotation could highlight where there is evidence of analysis rather than description, and to highlight where there is currency of information and also to show where there is analysis of controllable factors.

In task D the assessor could highlight where the candidate had made assessments and where these assessments were against tourist needs. It could also be used to show where assessment is against the factors as suggested in the unit specification. Annotation in this task could highlight where the assessor considered the candidate has addressed the complex needs of the tourists in the pen portrait.

General Comments

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates 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. 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.

6990: Destination Britain

This is the fifth series where there have been entries for this unit. There are reports for each series available on the Edexcel website.
The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented. 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 and summarised as:
AO1 – knowledge, skills and understanding (task a)
AO2 – application of knowledge, skills and understanding (task b)
AO3 – research and analysis (task c)
AO4 – reasoned judgements and recommendations (task d)
This report will comment on changes observed over previous series, provide a brief summary of key weaknesses in candidate portfolios and give more detailed feedback on the assessment evidence requirements, the accuracy of the marking and the administration.

Changes Observed
It was pleasing to see that evidence presented was more in line with evidence requirements with fewer candidates submitting inappropriate evidence. In task a) more candidates are focusing on a specific area and relating their organisations to their role in supporting tourism. More candidates are producing well structured itineraries with some detail for task b).

Key Weaknesses in Candidate Portfolios
Candidates might find this section useful when planning to produce their evidence for each task or when reviewing their final draft prior to submission.

Task A
This task targets AO1: knowledge and understanding. It is in two parts:

- A description of the roles of key travel and tourism organisations that support tourism to a selected area of the British Isles and
- An explanation of the interdependence and interrelationships of these organisations in supporting tourism to the selected area in the British Isles

Candidates would often specify an area e.g. the South East, but then only focus on one or two specific towns within that area. However, in the main, areas chosen for study were more appropriate. Candidates' descriptions of organisations were often general with their role within tourism unclear. Candidates tended to focus on national organisations and omit describing their role in supporting tourism to the local area. Interdependencies and interrelationships were often omitted and if included, evidence was descriptive with no or limited explanation. There was limited reference to how tourists would be attracted to the specific area. A minority of candidates described the websites of organisations rather than their roles in supporting tourism to the selected area. Much of the evidence was still in mark band one but with more examples in mark band two.

Task B

This task assesses AO2: candidates' ability to apply their knowledge, skills and understanding. There are three parts to the task:

- Candidates must produce an itinerary including examples of different types of British destinations. These destinations should be selected to meet the needs of tourists as provided in a pen portrait.
- There should be a map locating the destinations selected for the itinerary and for these selected destinations, the features that give appeal should be described.
- There should finally be an explanation of how their selected destinations meet the needs of tourists as identified in the pen portraits.

Tasks two and three can be combined.

Pen portraits were included in most samples. Candidates should only be given one pen portrait to deal with for assessment. This pen portrait should be for an incoming tourist who wants to experience a range of types of British destinations. Needs of the tourist(s) should be included in the pen portrait, either implicitly or explicitly. Itineraries often did not provide tourist(s) with the opportunity to visit different types of destinations. Some candidates only selected two or three destinations, and these were often from similar categories (mainly tourist towns and cities). The task requires candidates to select a range of types of destination, as outlined in the 'what you need to learn' section of the specification.

Itineraries often involved staying in one location and visiting attractions. Maps showing the location of destinations in the itinerary were either omitted, had significant inaccuracies in location or were presented as a series of downloaded maps. Features that give destinations selected for the itinerary appeal were often omitted or descriptions failed to demonstrate their appeal. Many candidates failed to describe the features that give their selected destination appeal. Some focused on giving a general description of their selected destinations rather than those features that give appeal. Where features were described, these were often limited to those presented in the itinerary rather than those that give the destination appeal. Descriptions were often basic with little detail. This is the part of the task where candidates apply their understanding of the features that can give a destination appeal and they are demonstrating limited application of that understanding. For higher mark bands candidates should describe the key features that give their selected destinations appeal. This may be more than those included in the itinerary as the destination may have features that don't meet the tourists' needs in the pen portrait but are significant in giving the destination appeal. For example, Buckingham Palace in London is a feature that gives that destination appeal but if the tourist is particularly interested in fashion and popular culture, it would not be part of their itinerary.

Explanations of how the destinations in the itinerary met the needs of tourists were often limited to a statement indicating a feature would meet the need(s). A number of candidates added this at the end in either a sentence or half a paragraph.

Generally, marking of this task was generous. Itineraries were often not well presented; they had limited detail and did not include different types of destination. Maps were not always included and where they were, the locations were not always accurate. There was often some description of features that gave their selected destinations appeal but there tended to be little discrimination between features that give appeal and those that exist. There was often little detail in these descriptions. The explanation of how the selected destinations met the needs of tourists was often descriptive and not clearly linked to tourists needs.

Task C

This task is about research and analysis – AO3.

- Candidates should research and analyse the scale of tourism to the British Isles in terms of visitor numbers, type of visitor, visitor spending and bed nights.
- Evidence of research is likely to be through a bibliography and referencing of sources.
- Evidence of obtaining sources independently could come from a research log, a candidate statement or observation record from an assessor. This should have sufficient detail to confirm the sources were obtained independently. A statement from the assessor simply stating that the candidate obtained sources independently is not acceptable. This statement tends to be the nature of evidence presented to indicate independent research.

Bibliographies lacked detail with only websites stated or titles of text books – usually one text book only. In some cases, the details of the text book referred to was not accurate and had no details of author or publisher. Candidates should be aware that text books are no longer an appropriate source for this task as the data presented is no longer current and this should affect the marks awarded. Candidates should be encouraged to seek a wider range of sources for their analysis to ensure their conclusions are based on current data. Actual sources of statistics were often not given and in some samples statistics, were not labelled and no titles were given to indicate the type of statistics presented or the period of time covered. For some candidates their 'analysis' was taken from comments made in text books and not referenced. Candidates should be assessed on their analysis of data and statistics presented.

Referencing was a weakness with many tables and statistics presented with no headings or sources stated. Few candidates had any referencing of sources for analysis. Analysis of statistics was often limited with many candidates simply describing the results of each table or graph presented. They failed to compare data from different sources or comment on relationships between sets of data such as spending relating to bed nights or spending related to visitor numbers. This level of analysis would gain higher marks and show more thorough research and thorough analysis as required of higher mark bands. Candidates also presented analysis as a set of assumptions about what might have caused trends. Whilst this is acceptable as analysis at mark band 2, it would be expected that for mark band 3 they were able to give some substantiation to their analysis and use information and data to support conclusions. This would then provide them with the potential to use a wide range of types of sources.

Generally evidence here showed some analysis and some candidates are beginning to use a range of types of sources. Much of the evidence was capable of gaining marks from mark band 2.

Task D

This is the AO4 task requiring candidates to evaluate, draw reasoned conclusions and make justified recommendations.

- There should be an evaluation of the factors that have affected the popularity and appeal of a selected destination
- Recommendations of how this destination could develop its future popularity and appeal in order to receive more incoming visitors.

Candidates mainly selected appropriate destinations with Blackpool, Hastings, Chester and London being the most popular.

Candidates are still generally submitting evidence that is descriptive rather than evaluative. Features of their selected destination are often described. Most candidates made no reference to popularity and appeal in their evidence and made little or no evaluation of the factors. In some cases, particularly when Blackpool was selected, candidates were referring to developments from the 19th century. This would not be appropriate. Candidates continue to fail to address the final part of the task where they should give recommendations for future development. Candidates continue to give details of existing plans for development which are not appropriate. Where recommendations were made they were simplistic, each recommendation being no more than one or two lines.

Marking for this task tended to be generous. High marks from mark band 1 or from higher mark bands are only appropriate where evidence is evaluative. It would be helpful to the moderation process if assessors could highlight key evidence where evaluations are made.

Administration

Centres generally followed administrative requirements. Required documentation was completed and submitted.

Moderators do find it useful where assessors annotate candidate work. Annotation should ideally focus on the mark band descriptors. (Annotation is now a requirement of the JCQ.)

In task A annotation could be used to highlight clearly where candidates had explained, rather than described, the interdependencies and interrelationships of organisations in their selected area that support tourism.

In task B annotation could be used to highlight where the candidate had explained how the destinations met the needs of the tourist, where features are clearly differentiated between those that give appeal and those that exist.

In task C annotation could highlight where there is evidence of analysis. If these were against the relevant statements, the moderator need only look at these aspects to be able to draw a conclusion regarding the accuracy of the marking. Annotation could also highlight where the candidate had referenced sources.

For task D the assessor could highlight where the candidate had made an evaluation and where recommendations were justified

General Comments

Edexcel 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.

Support Materials

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.

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

Please note that Onscreen Support for Centre Assessors (OSCA) is available through Edexcel Online. OSCA is an Edexcel system which allows centres to develop understanding, receive feedback and demonstrate an ability to assess accurately. Successful participation in OSCA activities enables Programme Leaders/Department Heads to become accredited. More information on OSCA can be found at http://www.edexcel.org.uk/sfc/feschools/news/online-support-for-centre-assessors-osca.htm

6991: Travelling Safely

General Comments
The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 5 questions and 90 marks were available.

The questions only related to the travel and tourism industry. All questions linked to the information under 'what you need to learn' in the qualification specification.

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Candidates needed to use appropriate research techniques to obtain information to analyse vocationally related issues and problems. Finally candidates were required to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Most candidates attempted all questions and consequently they picked up marks across the paper. Overall analysis throughout was very poor and the main area of weakness on most papers.

Q1(a) In most cases the Civil Aviation Authority and International Air Transport Association were correctly identified.
The specification states the organisations candidates need to learn. CAA and IATA are two of the organisations listed.

Q1(b) The majority of candidates attempted this question, but very few candidates were able to answer it well. Most candidates could not really understand the differences between the two organisations. One of the better answers can be seen below;
CAA – 'organises ATOL licences'
IATA – 'organises international security requirements which are mutually acceptable between states.'
The specification states that candidates are required to summarise the main responsibilities and regulations organisations have put into place.

Q2(ai) Overall this was a well answered question. Generally if candidates did drop a mark it was by not stating that both required a valid passport.

Q2(aii) This was a well answered question. Candidates on the whole correctly identified the necessary information and achieved full marks.
Q2(b) This was reasonably well answered. Candidates generally understood the restrictions the South African government was trying to enforce. A full mark answer can be seen below;
'This may be to keep control of how many tourists are entering or leaving the country. It can be used as statistics to monitor how long people stay in South Africa. Having a return ticket assures South Africa of the tourists intentions and that they will return home rather than migrating here.'

Q2(c) Most candidates were able to score at least three marks if not more for this question. A five mark response can be seen below;

‘If a tour operator fails to give out correct details of passports/visas then when the passengers are unable to get into the country as they didn’t know what was required of them, the tour operator has to pay for the inconvenient flight home as they are at fault and when back home the customers may sue the tour operator.’

Q2(di) This was not as well answered as in previous series. Many candidates seemed to assume typhoid was caused by eating uncooked food.

Q2(dii) Most candidates did gain the maximum two marks available here. They tended to list a vast number of symptoms.

The specification states that candidates are required to learn about the major contagious diseases that exist in the world, to identify where they are located and to be able to describe the causes and symptoms and how the spread of risk is minimised. They should also learn to use information available to advise travellers on potential risk and restrictions.

Q3(a) Most candidates were able to answer this question well with the majority able to achieve three or four marks. A typical response can be seen below;
‘The Disability Discrimination Act means people with disabilities shouldn’t be treated differently to anyone else. The person in the wheelchair should not have to pay the supplement because no one else has to. This is unfair to the wheelchair user and therefore breaching the Disability Discrimination Act.’

Q3(bi)(bii) Many candidates tended to give very similar responses to these two questions and this limited their marks. Generally 3(bi) was well answered whilst 3(bii) was weaker. Here candidates were often able to come up with suggestions but lost marks through their limited justification.
A good response for Q3(bi) can be seen below;
‘The hotel has breached the Act as they have supplied unauthorised people with personal information regarding a guest without getting their consent. This could lead to a breach of their privacy and even harm could come to them.’

A good response to Q3(bii) can be seen below;
‘Firstly they could have a training programme to make their staff more aware of the Data Protection Act and its against the law not to abide by it. This would stop data being given out so easily. Secondly they could have it on a computer system that has good security by use of passwords so it is only accessible to the staff.’

Q3(c)(i) Generally candidates scored well here. This does appear to be the Act that candidates have the most knowledge about. A good response is outlined below;
‘The Act ensures that no product is misrepresented and no product is being sold or advertised using false information. Examples of this would be if a hotel is described as quiet but is in fact situated in a busy town with lots of nightclubs. The Act also ensures that products meet the criteria that they are described as, for example, a four star hotel must have all the facilities of a four star hotel.’

Q3(c)(ii) Candidates struggled a bit more with this. Most were able to come up with one suggestion but were unable to justify this fully for maximum marks. Candidates scored better if they came up with at least two different suggestions, as justification for each did not need to be so detailed. A good answer can be seen below;
‘Keeping up to date websites and brochures so as not to mislead, disappoint or upset customers. If a customer books a holiday and something changes such as building works, customers need to be contacted immediately. This is to make sure you do not

breach the Act by misrepresenting the holiday. All tour operators should have regular contact with their hotels to find out what is new, any problems or changes so they are ready for when customers book holidays and will know problems already and can tell them in advance. Lastly all staff should be properly trained on destinations to ensure that they never give out incorrect information or false statements.'

Q4(a) This really divided the candidates between those that had been taught the definition of a small scale emergency situation and those who had not. Many candidates referred to the fact that the situation did not involve death. However death alone is not a definition of a large scale emergency situation. A good response that scored maximum marks can be seen below;
'Because the situation did not affect a large number of people, only the business woman who lost her luggage and this didn't have a great impact on this woman. Also there were very few travel and tourism organisations involved, only the airline.'

Q4(b) Most candidates did score at least half marks here but many stayed with the lost luggage scenario and did not extend their answer fully to include other situations which would have been the easiest way to gain maximum marks. One answer that scored maximum marks can be seen below;
'If a customer is insured they are eligible to claim if a small scale situation occurs ie. A passenger losing money on holiday, if the person is insured they can obtain a police report and claim the money they lost as the insurance policy covers the person having this sort of emergency.'

Q4(c) This is a question that has appeared on question papers in the past and therefore many candidates scored well. Unfortunately some candidates did not read the question fully and used examples of airlines and insurance companies which meant that they could not score any marks.

Q5(a) All candidates were able to score on this question.

Q5(b) This question was not well answered. Many candidates described how the emergency was dealt with by the industry, regurgitating sections of the case study. When no assessment or analysis is undertaken then marks remain in level 1. A good example of a level 2 answer can be seen below;
'The travel and tourism industry dealt with this emergency situation very effectively as they were efficient and fast acting to resolve all potential problems. For example they relocated the customers who were staying in the affected area elsewhere so the entire holiday wasn't ruined by the forest fire. As well as this it appears that they were able to offer those who wanted to return home to the UK an early flight home all of which is catering for the needs of the customer which I feel is excellent. Perhaps because of the situation the tour operator could have compensated the holidaymaker financially for their troubles and upgraded them to a better hotel so those in a three star accommodation in Halkidiki to a four star in Thessalonika so the customer is benefiting as a result of the situation rather than always suffering inconvenience.'

Q5(c) Most candidates scored some marks here but not the maximum. Candidates failed to distinguish between passengers in this country and those who had already travelled. If they had done this they would have been able to make suggestions for each. One candidate response that did score maximum marks is shown below;
'They should inform the representatives within the resort and make sure they are safe. People within the resort will also need to contact other agencies and customers

to tell them what is happening. Make sure customers are safe and happy to stay otherwise arrange transport for them to come home.
Tour Operators should ban for a short time all planes wishing to travel to Fiji so they are not putting any lives in danger until the country is back under control and until the FCO say it is safe to fly passengers there as then it will be safe.'

Q5(d)(i) Overall this section of the question was answered well. Most candidates gave a detailed description of an emergency situation. Common responses linked either to the Tsunami, the terrorist attacks of 9/11 and the London bombings. Whilst all of these were accepted this series, in the future marks from the higher end may only be awarded for answers where research is current.

The specification states candidates are to learn how to describe large-scale emergency situations.

Q5(d)(ii) This question is challenging and is weighted AO3 which requires candidates to draw on research and show analysis. Many candidates showed a detailed knowledge of how each emergency was dealt with. However much of this was not related to the travel and tourism industry – fire service, government and locals. With the London bombings in particular candidates struggled to relate their answers to how the travel and tourism industry dealt with the situation.
Whilst detailed descriptions from candidates were common, the question asked for analysis. Analysis was generally non- existent. Some candidates gave explanations rather than analysis but the vast majority of candidates provided descriptions.
One typical descriptive, and therefore Level 1, answer can be seen below;
'The travel and tourism industry dealt well with it ensuring that all passengers due to travel received alternative holidays or money back. They ensured all people stranded in the places where it happened returned home safely. Aid was given to those passengers over there to ensure their safety. Those with relatives who were killed were transported back to England at the appropriate time. Also medical treatment was given to all who needed it. Compensation did not cover loss of possessions.'
The specification states candidates are to learn how large-scale emergency situations were dealt with by organisations in the travel and tourism industry.

PLEASE NOTE THAT CANDIDATES ARE EXPECTED TO RESEARCH TWO OR MORE EMERGENCY SITUATIONS THAT HAVE AFFECTED THE TRAVEL AND TOURISM INDUSTRY.

In preparing candidates for the exam, centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question i.e. describe, explain, analyse etc.

6992: Resort Operations

Materials available
Support materials for assessors including a marking portfolio guide are now available on the Edexcel website.

This report will summarise the key issues and then comment on the assessment evidence requirements, the accuracy of the marking and the administration.

1. Key Issues

Task A. There were still a number of learners that described rather than explained the links between the resort and UK office.

Task B. Whilst evidence has improved significantly there was still limited evidence to ascertain how effectively materials were used in the welcome meeting and what learners did to effectively interact with the audience. More centres were linking feedback for the selling situation to how well learners met the needs of the customer however evidence was not clear or evident in all samples. Whilst evidence was clearer as to how effectively the problem situation was dealt with in many cases evidence as to why the problem was complex was not always clear.

Task C. There was an improvement with this task however still the majority of learners are mainly providing evidence of research through a bibliography rather than referenced across all tasks. This series more learners showed evidence of a range of research although referencing still predominantly focused on websites.

Task D. This task was much improved. Now many learners are starting to evaluate the significance of induction, training and product knowledge rather than describe each. A few learners still evaluated the recruitment and selection process which is not a requirement of the task. Overall where learners showed weakness it was mainly due to reasoning and justification.

2. Assessment Evidence
This report will comment on the assessment evidence requirements, the accuracy of the marking and the administration.

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 B learners are required to organise and present a welcome meeting, sell an additional service including completion of appropriate documentation and effectively handle a problem situation for a customer whose needs and circumstances are given. There are four tasks for the unit as shown on page 73 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
A description of how tour operators organise resort operations to prepare and deal with customers in resort and an explanation of situations that require the resort office to liaise with their UK office.
The evidence expected for this task would therefore be a description to show knowledge of how tour operators organise resort operations. Evidence for the description should focus on the operation of the resort office rather than just the types of resort representatives employed.

Learners are also expected to include an explanation of situations that require the resort office to liaise with their UK office. This should be an explanation showing understanding of the topic. This aspect of the task is an explanation rather than a description. Marks in the higher mark bands should not be awarded when only descriptions are given. Examples accepted could be any situation where the resort office liaises with the UK office. For example an emergency in the resort such as a hurricane, a death in resort, building work updates, rooming lists, flight delays due to fog etc.

There was an improvement in the descriptions of how the resort operates. Many did give some detail. Most learners this series did consider the operation of the overseas resort rather than simply the duties of the different overseas representatives which commonly appeared in previous June series.

In terms of the explanation then few learners gave a detailed explanation of the situations that require the resort office to liase with their UK office. Although there were more learners explaining for this part of the task, still a number tended to describe rather than explain how the overseas office liaises with the UK office. There were a few centres that really focused on the requirements of the task and evidence throughout was in line with the requirements of the specification. Overall examples used were appropriate and covered a range of situations where the resort office would need to liaise with the UK office. In summary the weakness was the lack of explanatory skills rather than the knowledge content.

Task B

Organising and presenting a welcome meeting, selling an additional service including completion of appropriate documentation and effective handling of a problem situation for a customer whose needs and circumstances are given.

Evidence expected would be in three parts: One that demonstrates organising and presenting of a welcome meeting. The type of evidence to support the task could include an individual observation record linking to the assessment criteria, copies of welcome meeting invites, room plans, a map used to show customers where excursions are located, excursion leaflets, welcome meeting notes etc. Please note that notice boards and detailed information booklets are not required. Self-evaluations are also not required.

The second evidence could include an individual observation record linking to the assessment criteria of how well the learner dealt with the selling situation, copy of the excursion booking form, excursion leaflet, car hire booking form etc. There must be a pen portrait that identifies a customer, their needs and circumstances, so that learners can recommend **one** selling situation. The learner should sell a situation to the customer based on the requirements highlighted in the pen portrait. It is useful if the pen portrait is included so that the moderator can see how the learner met the needs of the pen portrait. Observation records should give sufficient detail to explain how the learner met/did not meet the needs in the pen portrait. If the selling situation is completed at the end of the welcome meeting then the evidence must relate to the one to one selling situation. Promotion of excursions or car hire within the welcome meeting is not sufficient evidence for this part of the task.

The last evidence could include an individual observation record detailing the complexity of the problem situation and documenting the performance of the learner dealing with the problem in relation to the assessment criteria. Evidence should also include a complaint form or similar documentation if the problem is to be dealt with effectively. Assessor feedback must make it clear why the problem is complex if awarding higher mark bands.

For all the three parts scripts should not be encouraged, as learners marks will be restricted. Submitting one individual observation record covering all aspects of the task may also restrict marks unless evidence clearly shows that all three tasks were carried out and feedback relates to the performance in each of the three situations.

Many learners did show traits of the higher mark bands for their welcome meeting in terms of structure and welcome meeting knowledge i.e. welcome meeting content and presentation of information. The use of materials such as maps, excursion leaflets etc were commonly used by learners. However evidence was limited to determine how effectively these materials were used e.g. '(student name) used a range of materials'. In many cases this series it was also difficult to determine how effectively learners engaged the audience. Assessors should make reference to this in the feedback given especially if awarding higher mark bands. General comments just stating this was met e.g. 'interacted with the group well' or ' effectively used materials' is not sufficient to award higher marks within mark band two or three. Feedback must detail why the assessor made the judgements e.g. how were the materials to be used effectively etc?

There was an improvement in learners meeting customer needs (given in the pen portrait). Still like the previous series, it was not clear in some samples whether the learner had individually dealt with a customer or whether the excursions had been promoted to all customers when the selling situation was combined with the welcome meeting. The promotion of the excursions possibly will be included at the welcome meeting however if the selling situation is used in conjunction with the welcome meeting there should be evidence of face-to-face selling with a customer at end of the welcome meeting. The learner should use the information presented in the pen portrait. There should be assessor's feedback to detail what needs were met and how the needs were met.

In many centres the learner's involvement in dealing with a problem still tended to appear to be straightforward e.g. dirty room a solution of a room change. More centres provided evidence of how effectively the problem was resolved but there was limited evidence to determine how the problem was complex. If a situation appears straightforward but the handling of the problem makes it complex e.g. having to deal with the emotions of the customer etc then the assessor must document this to show how and what made the situation complex.

Task C

Research undertaken to complete all tasks.

There should be evidence of research undertaken for all tasks although opportunities to reference will mainly be in tasks A and D.

Evidence expected for this task is 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. At the higher marks this should be used in the body of the text not just a reference at the end of a statement. It is not expected that learner use the Harvard referencing system precisely although some similar format would be expected. There should also be evidence that the learner has obtained sources independently. This could be a statement from the learner or the assessor indicating how the sources were obtained to confirm the independence.

Most learners submitted a bibliography although information relating to sources such as textbooks, guides and websites lacked detail. Some assessors provided a statement on feedback sheets explaining how the research was undertaken independently and some samples included a statement from the candidate. In many samples there was a range of research evident however limited referencing in the body of the text. It should be noted that the use of examples is credited in tasks A and D. It is the sources used to find these examples that form the evidence for this task.
In a few samples there was only referencing of job roles in task A and recruitment in task D, which is beyond the requirements of the tasks, so it does not contribute to the judgement of this task. In some samples only examples were given.

Task D
An evaluation of the significance of induction, training and product knowledge of overseas representatives delivering high quality customer service.

Evidence for this task is expected to address the significance and be an evaluation. Much of the evidence submitted for moderation was much improved as evidence was in many samples evaluative rather than descriptive as it had been in the previous January and June series. More learners did focus on the significance in relation to delivering high quality customer service. Overall however the conclusions were still basic and very few learners substantiated their conclusions.

There were still some learners that included recruitment and selection of overseas staff as evidence, which is beyond the requirements of the task. There were more appropriate examples of practice included in this series compared to previous series which was encouraging.

3. Marking
Marking in some centres was more in line with the national standard however there were still some centres that were generous specifically in tasks B and C. Learner 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 evaluation then if work is descriptive then mark band one applies, mark band two could only be considered appropriate if learners 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 one or two 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 two is considered best fit and low marks from the mark band should be applied. If mark band one was considered best fit then higher marks can be awarded to credit the conclusions that are made. At mark band three there must be an explanation. At mark band two if there is no explanation however the rest of the evidence is best fit then the lower end of the mark band could be considered depending on the level of description of the overseas operation.

Task A
Marking of this task was generous. Most work submitted was considered best fit either at mark band one or mark band two. The key weakness was usually related to the judgement of the explanation of situations that require the resort office to liaise with their UK office. Many learners evidence was overall descriptive with limited

explanation. High mark band two or mark band three must have evidence of an explanation rather than descriptive evidence as to how the resort office liaises with the UK office.

Task B

Marking of this task was marginally generous. Welcome meeting evidence often did not indicate how well learners interacted with the group or how effectively they used materials. In some samples, although significantly less than the previous series, the selling situation showed limited evidence of meeting of customer needs from the pen portrait. Still few pen portraits were submitted. Details of how learners identified the customer needs were missing in some samples i.e. what learners did to gauge information.

In a few samples awarded mark band two or three it was not clear if learners dealt individually with customers or whether they had simply just promoted the excursion in the welcome meeting. For the selling situation documentation should be submitted. Most problems dealt with were appeared straightforward and details as to how effectively learners dealt with the problem were limited or missing. Where high marks were awarded at the top of mark band two and in some cases at mark band three it was difficult to agree with the judgements where the evidence of the differentiating traits of the mark bands was missing such as the problem appeared straight forward.

Task C

Marking of this task was generous. Mark band two requires learners to use different sources for their research. This should be from different types of sources eg guides, textbooks, websites etc. Learners this series did show a range of sources used in a bibliography but the referencing tended to be mainly focused on websites. In some samples, evidence of research equated to a number of examples with no referencing of the sources used to find the examples given. Examples are credited in tasks A and D. In many cases the evidence was more characteristic of mark band one i.e. mainly through a bibliography rather than referenced in the body of the text. In some samples the referencing was not balanced across all tasks i.e. task a) was well referenced yet there was limited or no referencing in task B and D however the assessor had awarded high marks at mark band three.

Learners are required for mark band two and three to have researched independently. Evidence of independent research was still in some centres a basic assessor statement. See comments above regarding type of evidence required. For mark band two and three evidence should include the appropriate selection of resources and show some synthesis.

Task D

Marking of this task was marginally generous when awarding the top of a mark band or when awarding the higher mark bands. This was because either the evidence lacked detail in the evaluation or because conclusions were subjective. Overall the majority of learners only gave basic conclusions.

4. Administration

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 learners were withdrawn alternatives were sent. Where highest and lowest marks were not asterisked these were also sent.

Most centres did submit Candidate Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website at http://www.edexcel.org.uk/quals/gce/travel/as/879one/.

Many centres submitted task feedback sheets as provided on the Edexcel website.

Annotation on coursework was in some centres limited. Annotation should highlight where key evidence could be found eg. specifically where descriptions, explanations, referencing of research, evaluation etc could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where learners show detail of the resort operation description and show where learners had explained, rather than described.
In task B individual observation forms should be completed for each situation and should refer to the assessment criteria.
In task C annotation could highlight where the learner had referenced sources and specifically where learners had researched independently.
For task D the assessor could highlight where the learner had evaluated and drawn conclusions. When higher mark bands were awarded assessors could have highlighted examples and where conclusions were substantiated.

5. General Comments
Edexcel does not require learners to submit their portfolios in a file. It is sufficient for learners 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, learners 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 learners 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.

6993: Responsible Tourism

General Comments

This was the fourth paper for this unit. Questions were set to assess candidates' learning of the content of the specification. Questions were devised to meet the requirements of the Assessment Objectives (AO) which are given on page 155 of the specification. These are summarised below together with the weightings to be applied for this unit.

	Summary of AO	Weightings	Typical requirements of questions
AO1	Knowledge and understanding	20 – 25%	Describe, state, explain, identify, comment on.
AO2	Application of knowledge and understanding	20 – 25%	Explain, suggest, state.
AO3	Research and analysis	25 – 30%	Analyse, 'give an example you have researched', 'give details'
AO4	Evaluation, reasoned conclusions, justified recommendations	25 – 30%	Assess, suggest, 'give your opinion', recommend, justify.

The table also shows the typical requirements of questions designed to address the Assessment Objectives.

There were 90 marks available on this paper.

This report will comment on each question in the paper. It will comment on the general performance of the question and the key strengths and weaknesses in responses. Examples will be given. Suggestions for improvement will be included.

Overview

There were two case study destinations in this paper. The destination from the More Economically Developed World (MEDW) was Blackpool, a coastal destination and the other from the Less Economically Developed World (LEDW), Kerala. Whilst the inclusion of one UK (MEDW) and one overseas destination (LEDW) follows a similar format to that used in the previous series, in future exam series it may be that the example from the MEDW is not necessarily always a destination in the UK. For this paper, question three required candidates to give details of a destination they had researched or studied in class.

Candidates seemed to engage well with most aspects of the paper and the majority attempted all questions and were able to demonstrate knowledge and a good understanding of responsible tourism. There was much evidence to suggest that there had been improvements in exam techniques and it was felt that this aided candidate achievement. The misunderstanding of command verbs was not as prevalent in this series although there were still examples of, when asked to 'describe' candidates giving examples or explained; when asked to 'explain' they described; when asked to 'assess' they described. This is a recurring issue and candidates should be aware that where a question requires a 'description' marks can only be awarded for descriptions. In this series however, when asked to 'analyse' most candidates did follow the command verb and attempted an analysis showing an improvement here. As in the last series there were fewer instances of candidates not actually answering the question until the very end of their response or else answering the next question. Where responses continued beyond the lines provided or on another page most candidates did indicate to the examiner that they had not finished and identified where the remainder of their answer was located. There was clear evidence that some candidates had planned their responses and this is a good technique which can aid achievement. As seen in the last series some candidates highlighted the command verb in each question to help them focus on what the question required them to do. There was evidence of improved exam preparation with regards the higher level skill of analysis, although giving evidence of research and demonstrating an ability to assess or evaluate continue to be weak areas. In developing these skills and improving exam techniques candidates could be encouraged to produce more structured responses that are succinct and that clearly answer the question. Another point to note when preparing candidates for exams is to observe the structuring of the paper and numbering of the questions so that they are able to recognise where new topics are being tested.

Overall the common key areas of weakness were:

- Giving evidence of research using a destination they had studied (Q3)
- Describing tourism development proposals (Q1d)

1. Giving evidence of research using a destination they had studied (Q3)

Where candidates are asked to select a destination they have researched, or studied in class, they need to choose carefully and select a destination that gives them the best opportunity to provide specific details and meet the requirements of the question. Where candidates were able to give evidence of their research they scored high marks. It is suggested that candidates prepare for these types of questions in class by compiling a chart of destinations researched indicating where the destination could be used to address the main topic in the unit specification. Destinations featured on recent question papers could be used as a starting point:

Destination	MEDW or LEDW	City	Coastal	Country	Stage of TALC	Impacts	Examples of Methods of controlling impacts
Blackpool	MEDW		✓		Decline / Rejuvenation	**Economic**-ve Seasonal jobs +ve Tourism earnings **Socio-Cultural** Not relevant **Environmental** -ve Decay and strain	**Retention of visitor spending** eg: The Big Blue Hotel at Pleasure Beach, **Target New Markets** business tourism Norbreck Castle Hotel
Kerala	LEDW		✓	✓	Development	**Socio-Cultural** -ve Loss of identity, +ve preservation of customs	
Newcastle/ Gateshead	MEDW	✓			Development		
Red Sea Riviera	LEDW		✓		Consolidation		

Where evidence of research is required, to access the higher marks candidates are expected to give specific details; these could include names of places, statistics, dates, names of projects, developments etc.

2. Describing tourism development proposals (Q1d)
The starting point is to understand what a tourism development is through the use of case studies or visiting new developments at popular tourist destinations. Candidates should be able to recognise the aims of different tourism developments. Classroom activities could be designed to help candidates 'describe in detail' a given proposal. Skills can be developed using past papers.

To improve performance in this type of question candidates can apply the following to aid their description:

E.g. Museum Describe where it would be built e.g. on the pier
Describe the theme eg. the history of Blackpool as a seaside resort
Describe what people will do there eg. watch old video clips of Victorians sea-bathing, interactive games featuring the illuminations – how many light-bulbs etc.

Candidates could use this technique: 'Describe Where, What, How and When' for their tourism development suggestions.

Past papers are useful to help candidates prepare for exams through revision and 'mock tests' and to become familiar with common questions. In addition it may also be helpful to keep a track of types of destinations featured, impacts and stages of the TALC.

Q1ai

This was quite well answered and many candidates correctly identified both stages.

Q1aii

This was not particularly well answered by many candidates who did not seem to know the characteristics of this stage. Many offered responses that seemed to be guesswork and referred to the characteristics of more than one stage. The question has appeared on previous papers and it is expected that candidates should be able to recognise, describe or identify characteristics of each stage of the TALC model. Few achieved full marks for describing the characteristics of this stage.
An example of a good response worth full marks:
"At the consolidation stage visitor numbers are still rising but not as rapidly. The destination is very dependant upon the economic benefits that tourism brings. The impacts of tourism are visible and the environment is likely to be affected. Local people may start to feel resentment towards tourists because of the negative impacts created at the destination."
Here the candidate has described four characteristics clearly and has started a new sentence for each characteristic. There is no ambiguity and there is evidence of a sound understanding of this stage.

Q1aiii

This question was answered well by many candidates. Candidates were required to identify the stage of the Tourist Area Life Cycle that Blackpool had reached. They were expected to use the information provided. Two possible stages were accepted as correct – Rejuvenation or Decline. The most popular response was Decline with few candidates suggesting Rejuvenation. A significant number incorrectly suggested Stagnation.

Q1aiv

This question was answered fairly well by many candidates. The question required candidates to give their reasons for their choice of stage identified in 1aiii. Many candidates were able to score at least two of the four marks available by using the information in the case study and quoted falling visitor numbers, shorter stays etc. However fewer achieved full marks because they did not 'give reasons'. They tended to list the features without making a link to the stage identified.
A typical response:
"Visitor numbers have fallen, length of stay has dropped"

An example of a good response:
"I believe that Blackpool is in a state of decline because tourist numbers have dropped by 2.5 million and the annual spend by overnight visitors has fallen by £300 million over the last few years. This is clear evidence that less people are visiting and less money is being spent. Visitors are also spending less time there. Although there has been some attempt to rejuvenate at present the destination is showing all the signs decline."
Here reasons are given there is some explanation and link to the stage.

Q1bi

This question has been seen in previous papers. The question required a description of two other principles of responsible tourism, one having been given in the stem of

the question. It was answered fairly well by some candidates who demonstrated a good understanding and those candidates who knew the principles often achieved full marks. However, it was clear that many had limited knowledge and understanding. Some repeated the principle given in the question or else reversed it to ‘maximising the positive impacts’ which is not one of the principles. There were still references to green, ethical, sustainable and alternative tourism. It would be expected in a unit ‘Responsible Tourism’ that a sound knowledge of the principles is fundamental to the study of the unit. Candidates should be encouraged to use appropriate terminology and to word their responses as ‘principles’. Some candidates gave explanations and examples when for this series, only description was required. Full marks were awarded where the response was worded as a principle.
An example of a good response gaining full marks:

1. *“Create economic benefits for the local people and improve their quality of life.*
2. *Promote the conservation of the natural and cultural heritage”.*

Q1bi
This question was fairly well answered by most candidates. The question required candidates to assess two negative impacts that the supercasino development could bring to Blackpool. A number of candidates wrote about more than one un-related impact although the question only required one impact under each of the headings. Some gave theoretical responses. Better responses were seen where candidates considered the impacts on the local community of ‘gambling’, ‘alcohol available 24 hours’ leading to noise and disruption as well as addictions, theft and poor image. Other popular responses related to the effect of increased competition to the smaller B&Bs and attractions leading to job losses, unemployment and closure of businesses. Overall although many candidates were able to describe the impacts appropriate to the scenario few were able to offer some kind of reasoning or judgment to be awarded full marks.
An example of a typical response:
“Whilst there may be many jobs created by the casino, the higher paid managerial positions may be filled by people that have already been working for the company for a long period of time. Therefore the locals will not get well paid jobs and will end up doing jobs such as cleaning, bar work and waitressing. So although there are economic benefits these will be limited to the lower paid jobs.”
The response does contain some reasoned assessment which can be rewarded, although on the whole it is largely theoretical.

Q1biii
This question was not particularly well answered by some candidates. Candidates were required to suggest two ways the supercasino proposal could be developed in Blackpool adopting the principles of responsible tourism. They were required to justify their suggestions. Many responses were unstructured and had not been thought through; as seen in question 2e they included reference to lots of ways, and links were not made between them. Responses tended to be disjointed and ideas were not developed. Most candidates struggled to justify their suggestions. Some candidates suggested changing the proposals so that the casino was not open 24 hours a day or that the hotel should be smaller; this was not appropriate for this question. Others gave suggestions that did not relate to the development of the casino.
An example of a response listing lots of ways:

Suggestion 1 *"they could minimise negative environmental impacts by using local materials to build the casino. Give some of the profits to the local sea-life centre to help local wildlife, also build it away from the beach to minimise pollution"*
The response in fact suggest lots of ways to meet the principle 'reduce negative environmental impacts' rather than suggesting one way that could have met more than one principle. The response is descriptive with no justification.
This response could have been improved by focusing on the design and construction of the casino to show how it could adopt the principles:
"Using local materials and local craftsmen to build the casino and designing it in a traditional style on the outside would mean that it would help preserve the cultural heritage by blending in with the traditional Victorian buildings. Inside the casino, they could continue the theme of promoting the local heritage by displaying photos and images to show Blackpool in its heyday, they could even include a small museum with a miniature model of Blackpool, the Tower and its piers in the 19th century. All this would mean that tourists could learn more about the culture of Blackpool when visiting the casino and this will help preserve the cultural heritage".
Although it is evident that most candidates have a good understanding of the principles of responsible tourism they struggle with these types of questions. Class activities, competitions and quizzes structured around making suggestions, proposals for different scenarios could help identify common misunderstandings and strengthen abilities to apply their understanding. They could also examine how to justify their responses.
An example of a good response:
Suggestion 1 *"Instead of building a completely new building for the casino, an old unused or derelict building could be renovated. By renovating an old building you are reducing the negative environmental impacts that the development could bring as it is far less likely that you will damage any wildlife or natural habitats. It could also improve the local's quality of life as it would improve their environment and encourage further development in rundown areas. Derelict buildings are ugly and can be depressing. Also by renovating an old building you are helping to preserve the cultural heritage of the area because the building will be in keeping with the others"*

Q1ci
This question was answered quite well and most candidates correctly identified the public sector. A minority of candidates suggested that the DCMS is in the private sector.

Q1cii
This question was answered well by candidates who were familiar with the DCMS. Where this understanding was not apparent candidates attempted an educated guess and may have picked up marks for 'non profit making' or links to the 'government'. It is expected that candidates should be familiar with the role of national organisations involved in tourism development. The question required a description of the role and most candidates recognised the command verb and offered a description. Four marks were available and candidates who had observed the mark allocation did attempt to offer four points. Some responses explained the role in terms of the casino proposals and did not answer the question.

Q1ciii-iv
This question was answered fairly well by many. This question required candidates to give one objective for each agent. Most candidates offered suitable suggestions based on Blackpool Council 'creating employment opportunities for locals' and for

Blackpool Pleasure Beach 'to increase profits', 'increase visitors', 'remain number one attraction'. Some candidates did not understand objectives and gave objections. The second part of the question required candidates to explain how the two agents would be in conflict due to their objectives. Reference to the agents and their conflicting objectives was not always clear although many picked up on conflicts surrounding competition. This question, or similar has appeared on previous papers and candidates still showed a tendency to write about the conflict without clearly linking this to different objectives. The objectives are often implied rather than clearly stated. When preparing responses candidates might find it helpful to structure their answer by first stating each agent that will conflict and then stating their objective in terms of 'economic', 'environmental' etc. They can then relate this to the scenario and use linking statements 'whereas' 'this means that' 'because' to offer clarity and explanation. The final statement should sum up perhaps by stating that 'the conflict is….'

Q1d

In general the question was not particularly well answered. Candidates were required to 'describe in detail' two tourism development proposals to increase visitor numbers to Blackpool. Candidates do not seem to recognise these instructions and many gave explanations of how the proposals would increase visitor numbers. This was not required. The question required candidates simply to 'describe in detail'. Candidates do not score marks for explanation when the question requires description. The question was worth eight marks and the inability to 'describe in detail' appears to be a key weakness for many candidates on this paper. Some candidates scored full marks when they described two appropriate proposals in detail. The question allows for some imagination as well as understanding and application. In order to maximise achievement in this type of question, candidates need to understand what is meant by a 'tourism development proposal' and could study real developments in different localities with different objectives. Candidates also need to develop an ability to describe their proposal in detail without explanation.

Weak responses also included marketing or promotional campaigns; advertising and special offers, these are not tourism development proposals; other weak suggestions referred to what already exists – new attractions at the Pleasure Beach and attracting new markets without describing what would achieve this.

Where candidates answered the question correctly there were some imaginative ideas and popular proposals included – 'water sports on the beach'; 'music festivals'; 'museums'; 'water parks'; 'luxury 5 star hotels'; 'spa and golf resort'.

An example of a weak response that suggests a proposal but then explains and does not describe:

"By creating a museum. This would be another attraction attracting different types of tourists from different cultures. Also it gives tourists the opportunity to learn the history of Blackpool, creating a museum will bring in more visitors"

An example of an imaginative response scoring full marks:

"Develop a racing track on <u>the outskirts of town near the airport</u>. Racing tournaments can be held there <u>over the summer,</u> like a smaller version of the Grand Prix with professional racing drivers. They could <u>hold races for people with vintage cars or old bangers</u>. They can offer <u>a smaller track with go-karting for families</u> with children. They could have themed <u>weekends for car clubs and have evening races</u> during the week"

Here the candidate has described where, what, when and how.

Q2a

This question was quite well answered by many candidates. The question has appeared on previous papers. It was apparent that this stage of the Tourist Area Life Cycle was generally well understood by many candidates. Performance was better for this stage than Consolidation in Q1aii.

An example of a good response worth full marks:

"A recognised tourist destination emerges. External organisations take control of accommodation and other tourist facilities and this brings in foreign ownership. With this comes a loss of local involvement and tension starts to rise between the hosts and tourists. Transport links are also improved at this stage"

As seen in Q1aii, it is worth suggesting to candidates that when asked to describe characteristics, they could start a new sentence for each new characteristic as in this example. Candidates should select the characteristics that best describe the stage rather than offering vague characteristics – 'it is being developed'.

Q2b

This question was not well answered by most candidates and generated a variety of responses. Many candidates restated the principles of responsible tourism 'jobs for locals', 'promoting respect'; or else wrote about impacts 'reduce leakage'. Understanding of the objectives of tourism development was weak. Responses were not expressed as objectives and candidates tended to describe how to achieve an objective. This question has appeared before and candidates should be aware that for full marks in this question responses should be worded as objectives i.e. they should be clear and precise using appropriate terminology.

A good response:

"Economic – To increase foreign currency earnings
Socio-cultural – To encourage positive host-tourist interactions"

Candidates do not need to describe or explain, a short precise response is all that is required for full marks.

Q2c

This question was quite well answered by many candidates. This question required an analysis of the impacts of backwater cruises in Kerala. It was evident that there has been a significant improvement in candidates' ability to analyse and the question generated some excellent responses at high Level 2 and Level 3 where responses contained sustained analysis and application to backwater cruises. Most candidates engaged well with the scenario and used all the information, including the photographic images to good effect.

Weaker responses related to the benefits to the tourists; the effects of becoming dependent on tourism or else included theoretical impacts not related to the scenario. Some candidates described appropriate impacts that were applied however did not analyse the impacts by developing these ideas and considering the consequences of the impacts.

The best responses were those that focused on the relevant impacts and demonstrated that the candidate had discriminated between all possible impacts and those that were relevant here. Popular impacts included the intrusion of the local's way of life and privacy, pollution caused by the fuel from the motorised barges, litter being dropped in the waterways, erosion of the banks and the shallow lakes balanced against positive impacts such as different types of jobs for locals, use of local produce onboard and learning about the culture. Many candidates offered a good insight into the impacts of the cruises. Besides selecting the most relevant impacts candidates who achieved well also showed that they had applied the following to their analysis:

- Structure
- Terminology
- Detail and development of ideas
- Consequences of impacts
- Application e.g. Clear links to specific details in the scenario.

An example of a good response:

"Backwater cruising in Kerala can bring both positive and negative impacts. One positive impact is the income gained from the tourists who hire out the day trips. The money brought from tourists can increase the disposable income for the local people who take part in river cruising and so creating a better way of life. Money is kept in the community as locals are employed as onboard chefs and they will probably be using local produce from farmers and this all helps to reduce leakage. As locals are responsible for the cruises, they are able to educate the tourists about their cultures through talking to them. This can produce positive socio-cultural impacts, such as promoting respect, as well as minimising negative environmental impacts because tourist can learn how their activities may impact on the environment. However the increase in these boat trips may have a negative environmental impact as they travel across shallow lakes. The engines and rowing poles can disturb the floor of the lakes and destroy ecosystems which may have impact on local wildlife living in the rivers and lakes. The motorised rice barges may leak diesel fuel into the lakes causing water pollution and this could kill the fish the locals live on. There may also be negative socio-cultural impacts such as an increase in crime and resentment as the locals become more aware of the elite tourists and their possessions, for example cameras and wallets, which locals could be tempted to steal. Their lives are on display and they may not like this invasion of their privacy".

This extract is fully applied to backwater cruises and outlines the causes of the impacts and details are provided about the effects and the consequences. A technique candidates can develop to help achieve this is by using linking statements to show the relationships and develop ideas ie. 'this means that', 'such as', 'however', 'this will', 'whereas'.

Q2d

This question was not well answered by many candidates. The question requires candidates to analyse the impacts of tourism on traditional activities and employment, such as fishing, in destinations like Kerala. Some of the responses seen highlights issues of poor exam technique demonstrated by candidates who struggled to organise their thoughts when presented with this question, perhaps due to the different emphasis of the question. It would be expected that they recognised that the question was asking for analysis of socio-cultural impacts with specific reference to employment and traditional activities. Some misinterpreted the question and wrote about how traditional activities benefit and appeal to tourists and in fact analysed the impacts of traditional activities on tourists. Few candidates took the opportunity to write about other destinations they had researched to include a more detailed analysis of the impacts on traditional activities and employment; the majority wrote about fishing in Kerala. Candidates did engage well here with the photographs provided in the case study and were able to give responses relating to the disruption caused by tourists on the beaches.

An example of a response where the candidate has misinterpreted the requirements of this question; the response has some structure but attempts to analyse the impacts of fishing:

"Socio-cultural: People are now able to get a good insight into how the fish are caught and how much effort is needed. People other than the locals are getting involved which means they are experiencing the culture first hand.

Environmental: As they are doing these activities on a daily basis it means that they are killing a lot of fish in the process which will have an effect in years to come. Then again they are not destroying the environment by using motorised boats.

Economic: Locals are catching a lot of fish which when sold on means they make a good profit. It attracts more visitors so they then bring money to the area and spend on other things"

There is evidence of knowledge and understanding and that the candidate has tried to apply good exam techniques by the structure and use of linking statements to try and develop the analysis however the response is at Level 1 as the only aspect that is relevant to the question is the first section.

An example of a good response:

"One positive impact is that tourism can help preserve and revive traditional activities such as fishing. Tourists want to see these when visiting a destination, in Dickwella in Thailand tourism has helped to preserve the tradition of lace making as the Travel Foundation set up a project to train the younger local women in the skill. So here tourism has had a positive effect and brings in money from the sale of lace souvenirs. However on the negative side it can lead to staged authenticity, as destinations adapt their traditions to please western tourists such as plate throwing in Greece. This means that the original meaning of this custom is lost. Although there are positive impacts, tourism can also have a negative effect on traditional employment.This is because it creates many other employment opportunities in hotels, bars and restaurants and this may pay more money than traditional employment such as fishing which also looks like hard work. Local people may be tempted to leave their traditional employment and these skills will also be lost. In Kerala there is a specific holiday season from October to May and this means that employment in tourism seasonal. If the fishermen leave their traditional jobs they will be out of work for most of the year. Overall I think that there are more negative than positive impacts of tourism on traditional activities in places like Kerala"

Q2e

This question was quite well answered by many candidates. It is similar to Q1biii and similarly some candidates misread what was required. The question required candidates to describe and explain two ways the hotel complex could be developed adopting the principles of responsible tourism. There were four marks for each 'way' suggested. Good exam technique includes looking at the mark allocation. For this question marks were available for description and explanation and so candidates could have worked out that they needed to give two descriptions and two explanations to achieve full marks for each way. Or one detailed description with detailed explanation. Popular responses related to using local materials and local builders in the construction. Some candidates used a good technique by first of all identifying the principle and then describing and explaining how their suggestion would achieve this.

Candidates did not achieve the higher marks where they described with no explanation or else explained and gave no description. As seen in Q1biii some gave lots of ways or else gave a hypothetical response 'it would' rather than making a suggestion.

An example of a response that does not clearly answer the question:
"The hotel creates economic benefits for local people and the community. Making sure local people are involved with the development and money goes back into the community the hotel could also let local people use the hotels facilities this way the local people are getting a better way of life".
Here there is evidence that the candidate understands the principles of responsible tourism but has not applied their knowledge to answer the question. It could have been improved to score full marks:
<u>One principle is to</u> create economic benefits for local people and the community. Making sure local people are employed <u>this could be in the construction of the hotel by using local craftsmen</u> (description) as this <u>will mean that money goes back into the local community</u> (explanation) by <u>providing training for locals</u> (description) <u>this means</u> that they will be able to get higher paid jobs in the hotel and this will give them a better quality of <u>life as they will</u> have more disposable income and a career (explanation).

An example of a good response:
"Whilst building the hotel native trees and plants should be planted around the area (D) to replace those lost in the construction, this will promote the natural heritage by restoring the habitats destroyed (E). Also they should use local building materials such as wood and bamboo and keep the traditional look (D) to promote the cultural heritage so the hotel fits in with its surroundings rather than looking too modern and out of place (E)".
This 'way' focuses on the construction of the hotel and how it should be developed adopting the principle 'to promote the conservation of the natural and cultural heritage'. There is description (D) and explanation (E) for full marks.

Q3
This question was not particularly well answered by many candidates. It assessed candidate's own research and so gave them scope to write about a destination they had studied and were familiar with. Whilst it is recognised that centres cannot cover every conceivable destination there is a range of well documented case studies available. As suggested at the beginning of this report, it is recommended that centres consider the study of examples of city, countryside and coastal destinations in the MEDW and LEDW and relate these to the topics in the specification.
The question required candidates to explain how one destination they had researched had developed tourism to minimise the negative environmental impacts. Candidates should be able to recognise that negative environmental impacts are most likely to occur in either countryside or coastal destinations. In this instance the question is about developing tourism and so this may suggest to candidates that an example from the Less Economically Developed World (LEDW) would be appropriate. When faced with this type of question the first thing that candidates need to decide is which type of destination will give the most scope. If when preparing for exams, candidates prepared a simple chart of destinations researched or studied in class as suggested earlier, this could help as an 'aide memoir' for this kind of question. It could be helpful if candidates perhaps quickly listed the destinations they have studied that would be appropriate and then make their selection before attempting to write their answer. For instance, if the question was about socio-cultural impacts candidates would be expected to realise that it is more likely that an example from the Less Economically Developed World would be most suitable.
This would also be important if there was more than one question about a destination they had studied to make sure that their knowledge of the destination allows for all the questions to be answered.

A minority of candidates did not state a destination in the space provided and it was difficult to see evidence of research. Other candidates named a hotel or eco-lodge without giving the name of the destination. A destination could be a countryside destination such as a National Park, a coastal destination such as a seaside resort or a town or city. As the question was about 'developing tourism' responses relating to hotels and eco-lodges with evidence of research were accepted. Candidates should be encouraged to name the selected destination in the space provided.
Many candidates gave vague responses relating to litter bins, footpath creation and were unable to access the higher marks due to lack of evidence of research. Others included specific details but gave a description and failed to explain how the methods helped minimised negative environmental impacts. Some candidates wrote about socio-cultural impacts and economic impacts rather than environmental.

An example of a response at Level 1:
"The Peak District
They have built a visitor centre to educate tourists and there are no litter bins to reduce litter. Footpaths have been created and these are sometimes closed off to recover".

The candidate could have improved this response with specific details and explanation. For instance by naming the visitor centre, or its location; by explaining how tourism education is helping to reduce the negative environmental impacts ('*to educate tourists'* is not an explanation of how impacts are minimised); by explaining the 'no bins policy' (*'to reduce litter'* is not an explanation); by explaining about erosion and the advantages of surfaced footpaths and designated routes in areas popular with walkers; by explaining why footpaths are closed with some detail. Reference to a honeypot area such as Dovedale would also have added detail and moved marks into Level 2.

A good starting point for this type of question and a technique demonstrated by some candidates is to first 'set the scene' by giving a brief overview of the destination and the negative environmental impacts.
A good example:
"Maldives
The Maldives are made up of a group of islands which are constantly being developed for tourism purposes. The islands are working hard to minimise negative environmental impacts by encouraging sustainable developments. <u>For example</u> no buildings are allowed to be built over tree top level <u>meaning</u> there is no visual pollution on the island from <u>high rise buildings</u>. Also for every island that is opened for tourism development, one must be zoned off for preservation and not for tourism. On each island <u>only 20% of</u> the land can be built on, leaving 80% for natural habitats. <u>This means</u> it limits the disruption to wildlife and their habitats. They also promote responsible tourism within the tourist accommodation by asking tourists <u>to re-use their towels</u> rather than washing them everyday. By doing this they are reducing the use <u>of washing detergents</u> which harms the environment and fragile ecosystems."
In this response the candidate clearly focuses on minimising negative environmental impacts throughout, there is explanation and the details give clear evidence of research.

Some examples that achieved the higher marks included Brazil and the Amazon rainforest, Peru and the Inca Trail, Zakynthos and the Loggerhead turtles and UK National Parks as well as various eco-lodge/eco-resort developments.

This question followed on the theme of the Newcastle-Gateshead case study and candidates were expected to select a destination they had researched/studied. By referring to their chosen destination they were required to explain how it had been able to revive its culture and/or economy. Examples of planned developments from the MEDW were expected. The question was answered more successfully by candidates who had selected an appropriate destination that they were familiar with. Many candidates did not make the link to the city destination, some misread the question, some overlooked the word 'revive' whilst others focused on impacts and objectives. The choice of destinations was global covering every conceivable type. For instance some examples were of how destinations had developed the principles of responsible tourism and whilst there was evidence of research, it was not related to the requirements of the question. There was evidence of in depth knowledge of many of the destinations selected however many candidates did not achieve the higher marks as they were unable to offer detailed explanations, applied to the destination with links to objectives stated. Many offered descriptions and gave vague or implied details. To improve performance where candidates need to show evidence of research they should be encouraged to include specific details such as place names or dates to show examiners the extent of their knowledge. They need to develop their skills and be able to apply their knowledge of the destination to meet the requirements of the question.

Q3a

This question was not well answered by many candidates although some did achieve over half marks. The question required candidates to select one destination to answer 3a and 3b and for 3a to describe how one negative impact has been minimised. Candidates did not seem to recognise that the question was testing knowledge of tourism management and techniques/strategies/methods used to minimise negative impacts. Where candidates actually started by stating the impact scores were higher. Some responses were muddled and more than one impact was given. Many candidates gave explanations rather than descriptions. Again candidates are urged to read the question carefully to determine the command verb and what is required. For the higher marks evidence of research was required.
A typical example:
"Lake District – when tourists were walking around the Lakes they were not walking on paths so therefore eroding away landscape and endangering habitats of animals but by educating tourists and giving them guides they are sticking to the paths and gain a lot more information from the experience"
Here half of the response is about the impact and the 'methods' are theoretical. This candidate may well have researched or visited the area but there is no evidence of that research.
An example of a good response with the same negative impact:
"Peru – One negative impact that occurred was that trekking on the Inca Trail resulted in footpath erosion. This was overcome by ensuring all tours were guided at all times and groups had small numbers. They also banned trekking completely over areas that were most badly affected. Before anyone could go on a trek on the trail each person was asked to sign a code of conduct to say they would respect the environment"
Here the candidate has clearly stated the impact and given a description of how the impact was minimised. There is evidence of research.

6994: Current Issues in Travel and Tourism

Materials available
Support materials for assessors including a marking portfolio guide are now available on the Edexcel website.

This report will summarise the key issues and then comment on the assessment evidence requirements, the accuracy of the marking and the administration.

Key Issues
Task A – overall an improvement on the previous two series. Fewer learners focused on an event rather than an issue however, in some cases the issue to be the focus of the research was still not clear. Some learners did describe a topic rather than selecting a specific issue to be the focus. Most research plans gave some detail as to when aims would be achieved and activities to be undertaken to meet aims. In a few samples however timescales were not considered which impacted on task B. Many learners were starting to give some detail in the description of the methodology to be used although few described in detail as to how the aims will be met. Some learners were able to explain how the aims will be met and the methodology to be used although in some cases evidence was a theoretical explanation. Few learners produced a retrospective plan which was good.

Task B – evidence for this task is often limited in terms of changes to the plan. There was some improvement compared to previous series however, learners tend to submit an evaluation (task D) rather than show they are using their plan.

Task C – overall most learners used a range of sources of research including primary and secondary sources. Many learners referenced work although in some cases of the range researched only websites were sourced in the findings. Analysis varied between learners. There was some good analysis which demonstrated a good level of understanding of findings. Statistically however, analysis tended to be basic facts rather than clear analysis. Those learners that set clear perimeters in task A and selected a clear issue were often the learners that gave a clear and or comprehensive analysis of the issue and were able to clearly consider the effects on the travel and tourism industry.

Task D Overall there was an improvement in a number of centres. It was clear those centres that had followed the guidance in the previous moderators report. Whilst there were a significant number of learners now considering all aspects of the project there were still some cases where evaluations only covered the 'issue' or only the methodology used. Conclusions were in some cases overall straightforward and subjective. Recommendations often were limited and lacked detail.

1. 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 learners are required to produce a plan and in B show evidence of using the plan. There are four tasks for the unit as shown on page 97 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.

For task B in some, but far fewer than the previous series, the evidence was limited in terms of capturing the updating of the plan. It is recommended that an original plan is submitted for A and an updated plan showing any of the changes updated by the learner and regularly reviewed by the assessor be submitted for task B. The evidence for task B should be evidence of a working document rather than a reflective account of changes.

Task A

A research proposal that includes a description of the issue and a plan that shows the project aims and the research methodology adopted, including timescales and planned sources of reference.

The evidence expected for this task would therefore include a description of the issue selected for the focus of the research study. This should be an issue, which can be defined as '*an important question that is in dispute and needs to be settled'.* (source:http://wordnet.princeton.edu/perl/webwn?s=issue*)*

The other evidence expected for this task would be a plan that shows the project aims and should consider the parameters of the study. There should also be consideration of the research methodology. To access higher marks then learners should consider the level of detail included in the plan. For mark band three an explanation of how the project aims will be met and the research methodology used should be evident. Learners should therefore demonstrate an awareness of the methodological tools available to them and show some understanding of which methods would be suitable for their research project. There should be consideration of both primary and secondary research.

There were a number of different topics covered. Most included an issue although some issues were not clear and or vague i.e. in some cases a topic was described rather than an issue. Overall, there were fewer learners whose research proposal covered an event, such as the London bombings, rather than an issue which is encouraging.

The plans were varied in presentation. Some showed detail although this varied between centres. The methodologies were often described in some detail. In some cases learners made an attempt to give an explanation of how the project aims will be met and an attempt to explain how the research methodology to be used. However evidence in some instances was theoretical rather than applied to their plan i.e. learners gave general advantages and disadvantages of using questionnaires for research. Parameters were evident in some samples but not all and the level of detail varied. Timescales were usually given and were realistic. The plan should be submitted before the project is carried out. The plan should not be retrospective as was the case in a few samples. Task D provides the opportunity for reflection and proposals for change.

Task B

How the learner worked independently and followed the research plan to meet the aims and timescales. How the learner dealt with the changes to the plan.

Evidence expected would show how well the learner worked independently and how well the learner followed the research plan to meet the aims and timescales. Evidence could be presented as an updated plan with details of what was completed and which deadlines were met or, a statement from the learner. At mark band two it is expected that the learner will update the plan not just state what they did. There were some plans that just included a description of what was achieved or not achieved ie. a reflective account. The evidence was limited in terms of working documents capturing and updating usage. Those learners that did show some changes to the plans often did not show the rescheduling of any aims or timescales. There was overall limited evidence relating to contingency plans. Most learners achieved aims set although those learners who gave really focused plans with clear perimeters. In B tended to be the learners that clearly achieved their aims.

The plan could consider the following:

- Dates
- Aims and objectives
- How aims and objectives will be met?
- Research to be used to meet aims and objectives
- Target date
- What could go wrong? What could the learner do to sort this? Contingency
- Achievement dates
- Changes needed and why?
- Additional research required and why?
- Assessor comments

Task C

Research undertaken as indicated in the plan for the project. Analysis of the issue and its effect on the travel and tourism industry or one of its component sectors.

There should be evidence of research undertaken that links to the research proposal issue. For a few learners, often those whom did not have a clear issue presented in A, it was difficult to ascertain the purpose of some of the research used. In some samples evidence was not linked to the effect on the travel and tourism industry or a specific sector. The research should be that as indicated in the plan (task A). For many learners the methodology used did follow the plan and often additional sources used but there was no indication why ie. the plan was not updated to indicate why additional research was necessary (task B). There was no explanation given.

Evidence expected for this task is a bibliography and or referencing indicating the sources used. For higher marks awarded at least some sources would be referenced in the evidence submitted. It is not expected that the learner would use the Harvard referencing system precisely although some similar format would be expected. At the higher mark range then the text should reflect and use the research rather than simply state the source used. There should also be evidence that the learner has obtained sources independently. This could be a statement from the learner or the assessor indicating how the sources were obtained to confirm the level of independence. In some samples, more than the previous series, this was evident.

There was overall an improvement for this task. Most learners did attempt to reference and source work as well as submit a bibliography or terms of reference. There usually was a range of different sources used rather than just a range of websites. Most used both primary and secondary research. Some learners exceeded sources identified in plan however many learners gave no explanation of why these sources were required (task B).

Evidence of the effect of the issue on the travel and tourism industry or one of its component sectors should be analytical rather than a description of findings of the issue. The quality of the analysis varied. There was some very detailed analysis in some samples yet in others the evidence tended to be basic facts or descriptive. In these cases there was a tendency to describe the findings and present basic facts rather than to analyse findings. This was not the case in all centres and where it most happened was when learners used an event rather than a current issue or where an issue was not clear. Whilst some learners did relate the analysis to the effect on the travel and tourism industry others were general in the content or did not consider the effect instead how the industry had affected the issue. For example some learners analysed how airlines affected climate change rather than the effect of climate change on the travel and tourism industry.

Task D

An evaluation of the project and the research methodology with recommendations for approaches to be adopted for future projects.

Evidence did vary across centres. In some samples there were good detailed evaluations that clearly addressed the requirements of the task. This was a significant improvement to previous series. There were however some samples where learners did evaluate the project as a whole however the content was brief. There were some learners, although significantly fewer than the previous series, that just evaluated the methodology rather than the whole project or simply evaluated the finding from task C).Where the evidence of the evaluation was brief rather than detailed it was because there was limited coverage of the whole project or because each aspect evaluated had limited detail.

In many the acknowledgements of the limitations were brief. In some samples this was omitted. Recommendations tended when given often lacked detail. Few gave justified recommendations. To access the higher marks then learners should give depth in the evaluation and use the evidence to support objective conclusions. Many learners did not consider the evidence and simply just gave a subjective and superficial evaluation of their research project. Some learners simply just described what they did to meet the aims. In summary recommendations for improvement did vary. Some were basic recommendations whilst a few really considered the suitability of the project and used the evidence to justify recommendations for future projects.

Learners should consider the questions, such as those listed below, when evaluating the project.

- Was the issue title appropriate?
- Were the parameters too wide or too narrow?
- Did I meet all aims and objectives?
- Were the aims and objectives achievable?
- Did I select the best methodology?
- Did I select the correct sample?
- Did I conduct adequate research?
- How valid and reliable was my research?
- How current was my research?
- Were my timescales realistic?
- Did my plan work?
- Did I work independently?
- What would I do differently if I did this research project again? Eg. use different newspapers? Change my methodology? Choose different issue? etc
- What would I do the same if I did this research project again?
- What have I learnt from this research project?

2. Marking

Generally, marking was much more in line with the qualification standards or marginally generous. Where marking was generous it tended to be the higher marks awarded within the sample.

Learner 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 evaluation then if work is descriptive then mark band one applies, mark band two could only be considered appropriate if learners 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 one or two 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 two is considered best fit and low marks from the mark band should be applied. If mark band one was considered best fit then higher marks can be awarded to credit the conclusions that are made.

Task A

Marking of this task was marginally generous rather than significantly generous. High marks at mark band one were often awarded with limited strength to move much beyond the mid point ie. there was no attempt to describe how the aims would be met or the methodology to be used; the issue described was not clear and had no detail; the plan lacked detail. Some samples awarded top marks at mark band two had either limited detail of the issue or limited detail as to how the aims would be met and the methodology to be used. Where marking was generous at mark band three it was often due to a lack of explanation as to how the aims will be met and an explanation of the methodology to be used. In some cases the description of the issue to be the focus of the project was not clear and or comprehensive.

Task B

Marking of this task was generous in some samples mainly when higher mark bands were awarded The evidence of updating was what learners had completed rather than an updated working document. The plans were often updated in parts however the learner comments referred to what was achieved or not achieved rather than the updating and rescheduling of the plan with new deadlines. Few showed evidence of the plan been regularly updated. Normally there was just one final plan so it was difficult for moderators to ascertain specifically what was had changed and what was updated. The evidence often did not show the plan was regularly updated. In some centres however, assessors had regularly documented the learners updating on the plan. This aided the capture of plan updating and usually enabled marks to be agreed.

Task C

Marking of this task was usually generous when awarding high mark band two or mark band three. Often research was evident however in some samples the use within the body of the text was very limited. When awarding mark band three there should be clear and comprehensive analysis of the issue and its effects on the travel and tourism industry. In some evidence the analysis lacked detail and just gave facts rather than detail. Few learners gave an explanation of the need to access additional sources. In some samples marks awarded at mark band two the analysis was limited and mainly descriptive and had basic links to the effect on the travel and tourism industry. In some samples the top of the mark band was awarded yet there were limited traits of the higher mark band i.e. the top of mark band one was awarded yet there was very limited attempt to reference sources; evidence focused mainly on websites and analysis was overall basic rather than parts starting to be clear.

Task D

Marking of this task was generous although in a few centres marking was marginally harsh. Top of mark band one or mark band two was awarded however the evidence lacked detail in the evaluation and only basic recommendations were evident. There were some learners that did not evaluate the whole project instead only the finding in C or only methodology used and higher mark bands were selected by the assessor(s). There was a tendency to give marks at the top of the mark range yet there were no traits of the higher mark band evident. Some samples awarded mark band two had subjective conclusions.

3. Administration

OPTEMS forms were generally completed correctly.

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

Most centres did submit Learner Authentication Records. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website

Not all centres submitted task feedback sheets as provided on the Edexcel website.

Annotation on coursework was in some centres limited. Annotation should highlight where key evidence could be found e.g. specifically where descriptions, analysis, evaluation etc could be found, this is helpful to the moderation process.

In task A annotation could be used to highlight clearly where learners show detail of the proposal and plan indicating the appropriateness of the timescales set. Annotation could highlight where the learner has given an explanation as to how the aims will be met.

In task B an individual statement could relate to how well the learner met the deadlines and used the plan. The assessor could sign the plan at regular intervals. An indication of changes or contingency plans could be highlighted. Where aims have been met could be annotated and any relevant content in the evaluation relating to meeting deadlines, aims etc.

In task C annotation could highlight where the learner had referenced sources and specifically where learners had researched independently. Annotation could indicate where learners have analysed and the level of analysis.

For task D the assessor could highlight where the learner had evaluated and given recommendations. When higher mark bands are awarded assessors could highlight where there is justification of the recommendations, reasoning and where there is objectivity in the evaluation.

4. General Comments

Edexcel does not require learners to submit their portfolios in a file. It is sufficient for learners 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. Photocopies of research extracts are not necessary if a bibliography or terms of reference is submitted.

This unit allows the opportunity for oral communication in presenting work. If this format is used, learners portfolios should include a witness testimony, assessment checklist or observation statement. This should describe learner'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 learners 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.

6995: Working in Travel and Tourism

This was the fourth series for the moderation of this internally assessed unit. 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 the unit and shown on page 110 of the specification. Task A can be completed within a team, however tasks B and C should be completed individually.
Assessment evidence can be in many 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 for this unit.

The first part of this task requires candidates to produce evidence of their participation in a team.
Most teams chose to organise a day trip, run an open evening in the college to inform prospective students about the GCE Travel and Tourism course or some gave a lesson

on the topic they were researching for the Current Issues in Travel & Tourism unit to other students.

On a few occasions non Travel & Tourism events were being organised, for example organising a meal in a restaurant, ladies pamper evening. The evidence produced to show a role taken within the team varied; however most consisted of a description of their job role and responsibilities, minutes/logs of meetings, letters to organisations, risk assessment forms, witness testimonies from both peers and assessors.

Some candidates completed their evidence after the event took place
and did not keep a diary/log throughout.

Evidence needs to be drawn from a 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 which is regularly updated, 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.

Candidates are still giving lots of 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 the bus company and booking a bus which are not deemed as significant roles.

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.

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 questionnaires completed by their peers.

Candidates are encouraged to draw their evidence from a wide range of sources. Candidates largely do not show evidence of dealing with conflict. They often say conflict has occurred within the group and they had a meeting and sorted it out, but not 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 are beginning to cover 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 tended to produce minimal analysis of the opportunities and focussed on descriptions of jobs/duties and limited details of the skills required. The natures of the jobs were often covered generally.
Some 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.

Ten different websites is not considered to be a range of sources, candidates should 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 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 focused 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 justification and links were vague.
Candidates mainly discuss what their chosen job was but often did not systematically explain how they would achieve this, referring to dates, costs etc. Often 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.

2. Marking

On this moderation sample, marking at times was not accurate. There is still a tendency to be generous, especially when awarding the higher mark bands. 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 comments justifying their choice of mark band and mark awarded would have assisted 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 not always met, although OPTEM forms were correctly completed.

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.

6996: Promotion and Sales Travel and Tourism

General Comments
The paper followed the format of a question and answer booklet. Candidates were required to respond in the spaces provided. There were 4 questions and 90 marks were available.

The questions only related to the travel and tourism industry. All questions linked to the information under 'what you need to learn' in the qualification specification.

The questions were linked to the assessment objectives. Candidates therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Candidates need to apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts. Candidates need to use appropriate research techniques to obtain information to analyse vocationally related issues and problems. Finally candidates were required to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Most candidates attempted all questions and consequently they picked up marks across the paper. Overall analysis throughout was very poor and the main area of weakness on the paper.

Q1(a)
Most candidates did score at least four marks here and generally it was a well answered question. Although the question asked for description, for this series explanation was accepted. However in future series the command word should be used to guide the candidate to ensure marks are gained.

Q1(b) Most candidates did gain at least four marks here. However a significant number of candidates described how rapport can be established in general rather than to link their answer to three opportunities Darcy would have in the scenario provided. Others did not appear to understand the rapport stage of the selling process, referring to the selling process itself. An example of an answer that scored maximum marks can be seen below;
'The first time would be when Darcy meets her clients off the plane at the airport when she can shake their hand(s) and say hello. Another time Darcy would see her clients would be on the transfer from the airport to the hotel. She could get to know clients names and introduce herself. The next time would be at the welcome meeting at the clients hotel where she can smile, invite questions and show how approachable she is.'

Q1(c) A well answered question with the vast majority of candidates scoring the two marks available. A typical two mark answer can be seen below;
'It is important because clients will feel that she is there to help when they need her. They will get to know her name and feel comfortable talking to her. By establishing a good rapport when they first meet this will also lead to helping Darcy sell more excursions as she has got to know the customers.'

Q1(d) Again this was generally well answered. Some candidates missed collecting the full marks because they failed to identify that Darcy had not included necessary information such as her contact details or failing to pick up on the impersonal 'Dear Guest'. An example of a good answer can be seen below;

‘Darcy uses personal pronouns such as ‘I’ and ‘you’ which makes the reader feel included, a good thing when establishing rapport. She also comes across as approachable by ‘I look forward to meeting you’ and ‘don’t hesitate to contact me’ which makes guests feel safe and happy in her hands. However the letter is entitled ‘Dear Guest’ rather than personalised to the guest with their own name which may make guests feel they are just a number.’

Q2a) was answered well by most candidates. The response below is a response that received maximum marks;
‘Because once an organisation has decided its marketing objectives it can then see which promotional activities would be the most suitable, for example which age group to aim at, how to aim it at their age group eg. sponsoring a local football team might be good to attract the attention of young men.’

Q2bi) was not well answered. Some candidates failed to concentrate on promoting the new European destinations and therefore produced quite a generic answer on promotion which limited marks. A well applied answer can be seen below;
‘Since it is the existing customers that want the European destinations you should promote towards them in order to get the 25% extra sales. This can be done through letters sent directly to them which will notify them of the new products eg a new brochure showing the four new European destinations.
They could place displays in their shop windows which would also notify existing customers and new customers passing by. By making the displays large and colourful about the European destinations more notice will be taken.’

Q2bii) tended to be better answered with more candidates attempting to apply their answers.
‘Trojan Tours could send out mail shots to their existing customers who are aged 50+ including a discount if they recommend the organisation to a friend. Trojan Tours could also advertise their products in magazines that they know people in this age group would read eg Saga magazine. This will help to increase the percentage of Trojan customers over the age of 50 because Saga magazine is sold on a national scale to this age group which is good.’

Q2(c) tended to divide candidates. Many answered this well with reference to both the data and the development of a website. However a surprising number tended to concentrate on either the data or the development of the website without reference to the other. A full mark answer can be seen below;
‘Due to the fact that over 40s account for 65% of the customers, their website should be displayed to suit them. The language and colours used should suit their age as many older people do not respond well to bright flashing colours and also the way the user navigates around the website should be kept to the simplest form as older people often struggle with the internet as they did not grow up with it like we have. They were not taught about it in school. Therefore it should be easy to use and if any problems do arise sufficient assistance (FAQs, troubleshooting) should be available.’

Q2(d) was generally a well answered question with most candidates scoring the maximum marks. Those who had not been taught market segmentation lost easy marks here.

Q2(e) was a difficult question designed to stretch the higher grade students. This meant that generally marks gained were limited. Many candidates referred to the customer service aspects that the questionnaire would highlight rather than to answer the question asked. One answer that scored well is outlined below;

‘Asking details such as DOB is effective because then Trojan can establish the age of the client. Finding out the destination and date of tour is also helpful. This is because Trojan can then analyse which types of holidays the majority of each age group likes; eg if a lot of customers aged 50+ go to Sweden then in the next campaign Trojan can direct advertising for holidays to Sweden to the 50+ age group. Asking the UK address and postcode is effective as Trojan can find out the class of the customer by looking at the affluence of the area. It will enable them to send leaflets etc to suit their income. It would be more effective if they had asked how many people were in their party or marital/family status so they know life stage to target – families, couples and so on.’

Q2(fi). A surprising number of candidates did not apply this section to the information provided in the leaflet and this limited marks.

Q2(fii) A large percentage of candidates referred to lack of colour, positioning of boxes, rather than to the information on the leaflet. They did gain some marks for this but the lack of development did limit their marks. A good level two response can be seen below;
‘It gives you all of the marketing mix which is going to be effective. You have free and discount prices giving the customer something back. You have the promotion and how to get these offers and you have the place which is the selling point. Good place means good sale. You also have different products all in one leaflet showing the customer Trojan has a lot to offer. All of these are needed in order to create business and secure existing business.’

Q2(g) was not well answered. Students could refer to a range of technological factors but tended to describe or at best assess on a limited basis rather than to analyse. No in depth analysis was seen. However one good level 2 answer is outlined below;
‘Trojan Tours is aimed at older people really. They might not be up-to-date with technology however. Technology could be used to attract a wider range of customers from younger age ranges. They could promote their routes on digital TV channels so people’s attention is caught and they can see all the new destinations. Though this is an expensive option.
An email could be sent to existing customers as technology now means it is easy to keep a database, although this method would not attract new potential customers. This direct method would however be effective. Advertise new destinations on their website including videos and pictures would be good promotion.’

Q3(a) The answers seen to this question were disappointing. This is a question that has appeared on the paper before. Candidates need to know the definitions of promotional techniques but all too often it was evident that they did not. Some candidates confused public relations with market research. Some full mark answers can be seen below;

‘Public Relations – maintaining goodwill and understanding between the organisation and the public eg press release.’
‘Displays – setting up an attractive stand at a location where it is easily spotted by customers eg point of sale.’
‘Advertising – the paid for space or time on a particular medium eg television.’

Q3b) was answered by most candidates. Many candidates did not link their response to the two objectives listed in the question so limiting their marks. One five mark answer can be seen below;

‘I think the promotional activities which are going to take place will definitely help achieve the museums objectives. A press release on the television and radio will help increase awareness all over not just within the area. Also everyone on their current database will be sent information so they will be aware and spread the news to others. Also leaflets in TICs will make tourists aware who come and visit the area. I think the objective to increase domestic tourists by 5% in two years may also be achievable as it is a reasonable amount in a long amount of time and from all the promotional activities I think local people will want to visit and be aware especially previous visitors.’

Q4 If candidates choose examples of promotional campaigns they are now scoring better on this question. However a sizeable number of candidates do not choose promotional campaigns. Often they choose one promotional material such as a Virgin Airlines TV advert, or they choose the entire marketing of an organisation such as Flamingo Land.
When candidates do describe promotional campaigns, they need to describe the promotional techniques used, referring to these by name, the promotional materials used, referring to these by name and then giving a little detail such as where they were placed, or how the materials differed from the norm.
The specification states that candidates should learn to investigate promotional campaigns undertaken by travel and tourism organisations so that you can evaluate their effectiveness.

In preparing candidates for the exam, centres are reminded to advise candidates to read the first page of instructions. Centres are advised to ask candidates to ensure that they have attempted all questions. Candidates must make sure they follow the instructions of the question ie. describe, explain, analyse etc.

6997: Special Interest Holidays

This was the fourth series for the moderation of this internally assessed unit. This report comments on the marking from this series, however, only six centres submitted candidates' work and therefore this report may not accurately reflect on continuing centre performance. 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 form Edexcel.

1. Assessment Evidence
The tasks for the unit are set within the specification. There are four tasks for the unit shown on Page 131 of the specification. For tasks B, C and D candidates are required to show that they have undertaken research to complete these tasks and to research **two different** destinations for each task**, one** is a holiday based at one destination and **the other one** is a holiday that involves a tour or some travel.

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

The tasks are:

a) Maps showing the geographical distribution of different types of special interest holidays as listed on Page 128 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.

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.
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.
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
Some candidates continue to confuse special interest holidays with destinations. The tasks asked for specific **types** of special interest holidays, not the destinations where they might be found. The work of these candidates subsequently lacked depth and the necessary evidence to meet the required assessment criteria. Tutors are advised to confirm with candidates, their choice of special interest holiday type, to ensure they have selected ones that are appropriate.

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 three 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 Page 128. There was some improvement in the explanation of the geographical distribution of the holidays in terms of the reasons for their particular location. However, some candidates are still making sweeping or simplified statements such as “cultural and religious holidays are mainly in Northern Europe”. Clearly this is not a correct statement or an appropriate one. Or skiing takes place where there is snow and mountains.
Some maps still showed a weakness in the labelling, annotation and identification of destinations.
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 eg. a mountainous snow covered area is an essential topographical feature for a skiing holiday 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.

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 Pages 135 and 136 in the Assessment guidance section of the specification and on Page 243 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 not just websites, that it is current and relevant.

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 was generally well done with pen portraits submitted and clear links made between the tourists’ needs and the proposed itinerary. The explanation showed more detail. Much of the work seen was correctly awarded mark band two marks.

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** which was the case in most work seen. 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. Many candidates offered wedding/honeymoon packages and 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 for some candidates there was a definite misunderstanding of the demands of the task where destinations were chosen and the skill of comparison was not used appropriately. Some candidates compared the whole range of destinations pertinent to a type of special interest holiday. It is the features, tourist types and popularity which should be compared. Generally the comparative skills demonstrated by the candidates this series showed an improvement. For mark band three a substantiated comparison is required on the appeal and popularity of the two identified special interest holiday types.

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 130 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.

In some of the work moderated in this series it was clear that some candidates had not used the factors as outlined in the specifications on Page 130. This made it hard for them to assess the factors leading to the popularity of their chosen special interest holidays. Again some centres' candidates had chosen destinations rather than the special interest holidays required which limited the mark band from which marks could be awarded.

2. Marking

Generally, marking showed some improvement in accuracy but remains generous particularly when awarding marks from the higher 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 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 generous. Several centres had awarded marks from higher mark bands when clearly the candidates had not selected the correct types of special interest holidays but destinations instead. The comparisons were often weak and lacked detail. In many 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 generous. This task requires an assessment of the factors that influence the popularity of two types of special interest holidays. If candidates had chosen destinations rather than types of special interest holidays for task C then the same mistake was carried forward into this task. In the work seen 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.

3. 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 although there was a few that were not signed. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the edexcel website at http://www.edexcel.org.uk/quals/gce/travel/as/8791/.

Not all centres submitted task feedback sheets as provided on the Edexcel website.

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.

4. General Comments

Edexcel 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.

6998: Travel Organisations

This was the second series for the moderation of this internally assessed unit. This report comments on the marking from this summer's series. This report will summarise key issues and 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 form Edexcel.

Key Issues

a) Descriptions of the selected organisations continued to lack detail. Often pages of irrelevant background (historical) information was included.

b) The description of the recommended product, service or facility, lacked detail

c) Candidates continue to describe, or submit pages of downloaded information on legislation.

d) Evidence tended to be descriptive with limited or no evaluation on the degree of influence. Connections between sectors were often omitted.

Assessment Evidence

The tasks for the unit are set within the specification. There are four tasks for the unit shown on Page 141 of the specification. Research needs to be undertaken to complete all tasks as there is a requirement to investigate one sector of the travel and tourism industry and one organisation within that sector. Gaps in provision need to be identified and then a realistic proposal suggested for Task B. TaskC requires an analysis of the extent to which legal and regulatory requirements have affected the operation of the industry. The research gathered needs to be applied effectively in this task to the chosen organisation. Task D is an evaluation task which considers the degree of influence held by the key organisations within the chosen sector and an evaluation of the connections between that sector and others in the travel and tourism industry.

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

The tasks are:

A) - A description of a selected organisation from within one of the sectors identified on Page 141 of the specifications.

-The description of the organisation should include the type, scale and structure of the chosen organisation.

- There should be a description of the organisation's products and services and an explanation of how these meet the needs of the types of customers who use the organisation. From this there should be the identification of the gaps in provision.

B) - A proposal should be suggested for a new or adapted product, service or facility to fill the identified gap/s in provision.

-There should be a detailed description of the proposal and an explanation of how it meets customer needs. Diagrams and images can be used in this task.

C) –A research task, but there should be research undertaken which underpins all the other tasks in this unit. Legal and regulatory requirements need to be investigated and then analysed in relation to the affect they have had on the chosen sector of the industry.

D) – An evaluation of the degree of influence which is held by the key organisations in the chosen sector as well as an evaluation of the connections between the sector and others in the travel and tourism industry.

We are looking for candidates to apply their knowledge for the research that they have undertaken. There does not need to be pages of historical background and theory included in the submitted work. Overall weakness was the lack of detail in the description of the structure of the chosen organisation, the lack of detail in the description of the proposal for a **realistic** new product, service or facility and the evaluation of the degree of influence as very often the key organisations of the sector were either just described or not considered in terms of their influence.

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 a description of a selected organisation within a specified sector of the travel and tourism industry and by describing the organisation's products and services. Also, showing understanding by explaining how the products and services meet the needs of their customers and identifying how and why there is a gap in provision.

Candidates are beginning to give a detailed description of the type, scale and in particular the structure of their chosen organisation. The structure should include reference to how the organisation is organised and where the lines of responsibility occur and for what. Pages of downloaded historical background information continue to be included in this task which is irrelevant to the task. The products and services were sometimes just listed and a range of different types of customers was not considered. There should be an explanation which links the types of customers with the products and services available. From this element of the task knowledge and understanding should be displayed through the identification of where gaps in provision for the customers occur and what they are. Many candidates listed the gaps without relating them to the different types of customers.

The key requirement of this task is for candidates to show knowledge and understanding through their detailed description of a selected organisation, focusing on the type, scale and structure as well as explaining the links between the available products and services, the range of different types of customers who use the organisation and how these products and services meet their needs and what is missing from this provision.

Task B

This task addresses AO2-**apply the knowledge, skills and understanding specified in the subject content.** Candidates are required to produce a **realistic and relevant** proposal which is appropriate to fill identified gaps and meet customer needs which should be described in detail. Diagrams and images can be used to support the suggested proposal. Where candidates chose a budget airline like Ryanair and the proposal was business class travel or flights to new destinations such as the Middle East, Asia or Africa, it was often hard for the candidates to justify the proposal as many of the suggestions went against the whole ethos of the organisation. Some candidates produced PowerPoint presentations for this task but failed to actually address the task fully. Witness testimonies or observation records should be included to support the evidence and effectiveness of the candidates' performance in actually meeting the assessment criteria for the task.

The key requirement is for candidates to apply their knowledge and understanding of the identified gaps in provision and explain how the proposal is linked to meeting the needs of the customers.

Task C

This task addresses AO3-**use appropriate research techniques to obtain information to analyse vocationally-related issues and problems.** The task requires an analysis of the legal and regulatory requirements that have affected the operation of the chosen sector in the industry. Some candidates continue to include pages of downloaded legislation which was not applied specifically to their chosen organisation or sector. However, where candidates did apply the legislation and regulations vocationally to their chosen sector, this task was addressed well. Comments should focus on the effects of the Minimum Wage, Health and Safety at work, maternity and paternity issues for example and how all these could affect the chosen organisation with their implementation. The second part of the task was either not addressed or tackled inappropriately. Candidates should have analysed the effects of the legislation and regulations throughout the chosen sector using relevant examples. This could have been tackled in tandem with the first part of the task, where the analysis was firstly in relation to the chosen organisation and then within the sector.

There should be evidence of a range of research undertaken, using different types of sources eg. websites, trade and training manuals, articles, newspapers and magazines, particularly for mark bands two and three. The sources should be acknowledged through a bibliography or terms of reference indicating how, where and why the sources were used in the 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. Independent working could be supported through a statement from the candidate or a research log, explaining how and why they used the sources, a detailed bibliography or a witness/observation testimony from the assessor indicating how the sources were obtained to confirm the independence of the candidates.
The use of different types of sources showed an improvement from last summer.

Task D

This task addresses **AO4 evaluate evidence, make reasoned judgements and present conclusions and AO3 plan and carries out investigations and tasks in which the candidates examine vocationally related issues and problems: gather, record and analyse relevant information and evidence**

Candidates are required to evaluate the degree of influence held by the key organisations in the sector. There should be a clear focus on the way the key players influence the chosen organisation and the sector. If an airline such as Easyjet was chosen then the key organisations which would need to be considered are Ryanair, Virgin Airline and British Airways for example. Candidates should focus on price setting, fuel surcharges and how the larger airlines now have to follow the lead from the budget airlines in order to stay in business and compete by offering something different which will appeal to the customers. Statistical data or other evidence should be used to substantiate judgements and conclusions made. Candidates mainly described rather than evaluated.

The second part of the task was either not addressed at all or tackled inappropriately. There was very little improvement from the previous series. The candidates were expected to evaluate the connections between their chosen sector and other sectors in the travel and tourism industry. The focus should have been on how they can work together, what is the significance between Tourist Information

Centres and visitor attractions or accommodation providers connecting together to provide an all round service for the customer. The evaluation should have included which organisations connect more successfully with each other and why. There should have been clear judgements and conclusions made and for the higher mark bands, statistical data should have been used as supporting evidence.

Marking
Generally marking was generous. Candidate evidence should be assessed against the assessment criteria in the specification. For each task there are three mark 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 C requires an analysis then if work is descriptive, mark band one applies. Mark band two should only be considered appropriate if candidates show they have produced a clear analysis with some substantiated conclusions. “Best fit” would need to be considered where there are descriptions and some attempt at an analysis to determine if mark band one at the top or mark band two at the bottom end is best fit. Strengths and weaknesses in the evidence can then be taken into account when awarding marks from the mark band. Taking the example above, there are clearly weaknesses if mark band two is considered best fit and low marks from the mark band should be applied. If mark band one was considered best fit the higher marks can be awarded to credit the detail and relevance of the analysis and conclusions being made.

Task A
Marking of this task continues to be generous. Many candidates did not go into sufficient detail regarding the type, scale and in particular the structure of their organisation. Many candidates neglected to identify and discuss the sector within which their chosen organisation was taken from. National organisations are better choices than local ones as this can limit the coverage of the criteria by the candidates. The work sampled was often descriptive with limited explanation of how the needs of different types of customers were met by the products and services available. Some candidates had trouble identifying realistic gaps in provision and did not always explain how these were linked to meeting the customers’ needs again.

Task B
Marking of this task showed more accuracy this series. For some candidates their gaps in provision continued to lack thought, depth and detail. For many there was little to link the identified gap with the specific needs of the customer, instead statements such as “the inclusion of a brochure aimed specifically at children will encourage families to book,” were offered as an explanation. Sometimes lots of gaps were identified as proposals which were listed with no reference made to needs of customers or any links included.

Task C
Some candidates continue to show limited types of research sources, relying heavily on the Internet. Evidence of independent research was often a sentence on the task feedback sheets, a statement on the mark record sheet or a basic comment on the work. See previous comments on how to provide effective support for the candidates to support their independent working. To award marks from mark band three, the analysis should be clear and well exemplified and the candidates should have used their research effectively and brought statistical data into their conclusions as support for the judgements made about the affect of the legal and regulatory requirements on the organisation and the operations within the sector.

Task D
Marking was generous. Candidates were given credit by assessors for description rather than the required evaluation skill for this task. Few candidates produced comprehensive evaluations for mark band three. The evaluations seen in the work sampled demonstrated a lack of detail because candidates failed to show an understanding of the key organisations in the chosen sector of the industry. Little use was made of statistical data or other evidence to support and substantiate the evaluations being made. In some samples there were no strengths to move beyond the mid point in mark band one.

Administration
Many centres met the deadline for submission of portfolios for moderation. The OPTEMS forms were generally completed correctly.

Samples submitted were mainly 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, although there were a few which were not signed. This is a JCGQ requirement. Exams Officers have copies of generic forms that can be used but these are also available on the Edexcel website at www.edexcel.org.uk. Not all centres submitted task feedback sheets as provided on the Edexcel website.

Annotation should be used to highlight where key evidence e.g. specifically explanation, comparison, assessment could be found, this is helpful to the moderation process.

In Task A) annotation could be used to highlight/identify where candidates have described in detail the type, scale and structure of their chosen organisation and where there is explanation concerning the products and services available and how they meet the needs of the customers.

For Task B), annotation could be used to identify the feasibility of the suggested proposal and where the explanation linking the proposal to customer needs occurs.

In Task C), annotation could highlight where the candidates have referenced sources and specifically where the candidates have researched independently. Where the analysis occurs, annotation could be used to highlight this skill in the work.

As Task D) requires evaluation, annotation could be used to show where the candidates have used this skill and also to show where they have made substantiated conclusions and judgements.

Some centres provided annotation which was appreciated.

General Comments
Edexcel 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 Sheet, there should ideally be a front cover stating the name of the 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.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates' portfolios should include a witness statement/testimony, assessment checklist or observation record. This should describe the 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, audio tapes 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 an observation record is required. It is this substantiation evidence that should be sent to the moderator. Printed versions of documents can be sent in support.

GCE Travel & Tourism Grade Boundaries

Unit 1: The Travel and Tourism Industry (6987)

Grade	A	B	C	D	E
Raw boundary mark	60	52	45	38	31
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	61	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	61	53	46	39	32
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	61	54	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 Organistions (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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