

Moderators' Report/
Principal Moderator Feedback

January 2012

GCE Travel & Tourism (6989)
Paper 01

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Unit 3: Destination Europe (6989)

This unit is well established in this qualification. Reports for each series are available on the Edexcel website www.edexcel.com; these offer further suggestions on improving performance as well as classroom activities.

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

Centres are strongly advised to access their individual reports.

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

Assessment evidence

The tasks for the unit are set within the specification. There are no requirements for how evidence of completing these tasks is presented except that in task (a) maps are required. There are four tasks for the unit as shown on p36 of the specification. Each task targets one of the Assessment Objectives (AOs) for the qualification. These AOs are given on p166 of the specification.

Task (a)

Assessment Evidence Requirements

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

It is in THREE parts:

- *Six maps, one for each category of destination* (listed in the specification). Each map should locate the appropriate European travel destinations popular with UK tourists and highlight the relevant gateways, road and rail routes from the UK.
- For *each category* of destination, an *explanation of the features* that differentiate them with examples
- An *explanation* of the difficulties in categorising some destinations, with examples.

Task (a) AO1 Candidate Performance

Improvements seen this series:

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

Key messages for students:

- Map clarity – use clear labels on the maps themselves- destination names, names of roads, airports etc. Avoid lots of numerical keys.
- Plan the layout and labelling of your maps by researching destinations and routes first to decide on an appropriate size of map and labels.
- Highlight 'emerging destinations by underlining or use a symbol to show 'recently popular'.
- Make sure you include examples and name specific examples of features and destinations in your explanation.

Task (b)

Assessment Evidence Requirements

This task targets Assessment Objective 2 (AO2): the candidate's ability to apply their skills and understanding.

It is in TWO parts:

- A *description* of the *key features* that give the selected European travel destination *appeal* to different *types* of tourists.
- An *explanation* of how the recommended *destination* meets the needs of a tourist whose needs and circumstances are given to the candidate by the tutor in the form of a pen portrait.

The emphasis of this task is key features of destinations and their link to appeal. It assesses whether candidates can apply their knowledge of key features and appeal to one destination and whether they can make recommendations to show that the destination is suitable in meeting tourists' needs. The candidates should be provided with a pen portrait that offers opportunities to consider complex as well as straightforward needs and

circumstances. A destination, not an island or country, should be chosen, this should belong to one of the categories of destinations used in task A.

Candidates should research the features of their selected destination. They need to discriminate between features that exist and those that contribute to appeal. They need to concentrate on these 'key' features (i.e. those that contribute to appeal).

Features are given in the unit specification, see 3.2, p34. Different types of tourists are suggested in the unit specification, see 3.3, p34. Examples of pen portraits with complex needs are found on p44 and p42.

Task (b) AO2 Candidate Performance

Improvements seen this series:

- Some candidates had considered the overall appeal to different types of tourists within their descriptions.
- An improvement was seen with the inclusion of pen portrait details in the majority of samples
- More evidence of complex needs being included

Key messages for students:

- Remember your focus here is the destination and its appeal, so don't get carried away with the pen portrait that is only one part.
- You need to submit two tasks.
- Include an introduction to your description of the destination and its key features and state which are the key features include an indication of why other features do not contribute to the appeal of the destination. This makes it apparent that key features have been discriminated and higher mark bands could be considered.
- Always use your own words.
- In your explanation, be specific and name specific features that meet the tourists' needs; for example names of beaches, activity centres, tours, museums, walks, mountains etc; clear links are needed for the higher marks.

Task (c)

Assessment Evidence Requirements

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

The task is in TWO parts:

Evidence of research undertaken for *all* tasks a,b,c,d

and

An analysis of the factors that have **led to the growth** in popularity and appeal of *one* European travel destination ***including an analysis*** how the destination has controlled factors to maximise their appeal and popularity.

Task (c) AO3 Candidate Performance

Improvements seen this series:

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

In June 2006, moderators accepted a statement from the assessor that the candidate obtained sources independently. The Principal Moderator's reports since have stated that in the future, **evidence must be more detailed to access marks beyond the mid/entry point of mark band 2**. This could be a detailed statement from the candidate endorsed by the assessor that indicates how the sources were obtained and what help, if any, was provided to confirm that research was conducted independently.

It is not expected that candidates use the Harvard referencing system precisely although some similar format with detail would be expected.

Key messages for students:

- Don't just give a list of website addresses as your bibliography, keep a record of your research and for each task try and use at least two

other sources besides the internet such as an atlas, map, travel brochure, or even an interview. Make a note of the date of research and its usefulness.

- When referencing make sure there is some in all tasks; use different methods such as footnotes or try to include your research source within sentences e.g. "according to ...{source}...in 2009 this destination ..."
- In your analysis remember you are looking at why the destination has grown in popularity.
- Make sure your analysis has an introduction and conclusion and use a separate heading for the analysis of how controllable factors have been used. A useful technique is to identify the factors that are controllable and use this as the starting point for your analysis.

Task (d)

Quality of Written Communication is assessed in this task.

Assessment Evidence Requirements

This task targets Assessment Objective 4 (AO4): the candidate's ability to evaluate, draw reasoned conclusions and make justified recommendations.

There is only one 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.

Task (d) A04 Candidate Performance

Improvements seen this series:

- Fewer candidates gave descriptions of routes
- 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.

Please note that centres often use the examples given in the specification guidance (p45 Assessment Guidance – (d) Mark Band 3). However the travel and tourism industry is dynamic and constantly changing. A popular journey used to meet the mark band 3 criteria is the one from **Barcelona to Florence**. At the time the specification was written, direct flights were not possible. Now that they are, centres are advised to select a different journey where direct flights are not possible to present candidates the challenge of 'some difficulty in access' and meet mark band 3 requirements. It is pleasing to note that this advice has been accepted by many centres and suitable alternatives were seen.

Key messages for students:

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

Accuracy of Marking

Marking in many instances seemed to be a little more accurate than past series. It was sometimes slightly generous but usually the correct mark bands were applied. Details of how to apply the best fit model are well documented in previous reports.

Candidate evidence should be assessed solely against the criteria in the specification. The tasks to be completed are detailed on page 36 of the unit specification, Assessment Evidence. For each task there are three marks bands.

NOTE: The mark band statements do not set the tasks, they outline the assessment criteria. When task requirements are not met (e.g. Task b) this limits achievement.

Task (a)

Overall marking was mainly accurate to slightly generous for this task. In the explanation, whilst examples of destinations and features are required to access higher marks they should be used to *support* the explanation. The inclusion of examples does not move the work into higher mark bands it is the explanation that is the discriminating factor.

Mark Band 2 is best fit where maps have detail, accuracy and relevant routes are shown to each 'key' destination and where there is explanation of categorisation with reference to the features given on the specification, including specific examples and where there is also explanation of difficulties with examples.

Task (b)

Marking of this task was sometimes generous. For many, there was little evidence to show the candidates had discriminated the key features and understanding of appeal to different types of tourist was not always evident. Explanations were often brief and/or descriptive, links made were generic rather than giving specific details or names of places, attractions etc. Mark Band 2 is best fit if the key features have been discriminated and described in detail and there are clear links between named features and the needs of the tourist in the explanation.

Task (c)

Marking of this task was generous, especially where research evidence was weak, minimal. This task requires evidence of *research and analysis*. Marking tended to be most generous where the research evidence had significant weaknesses. For instance where the research element was at mark band 1 i.e. over-reliance on the Internet/websites and evidence of independence was not included. Mark Band 2 requires candidates to use different types of sources for their research. For this mark band, candidates are also required to have conducted independent research. In terms of research, for Mark Band 2 candidates should also reference their sources. Evidence tended to have some analysis yet this sometimes focused purely on the destination's appeal rather than growth and in most cases coverage of controllable factors was superficial. This is a weakness at Mark Band 2. It is not required that evidence must clearly meet all requirements of Mark Band 2, to gain marks from Mark Band 2. However, for Mark Band 2 to be considered best fit there should be more of Mark Band 2 met than Mark Band 1.

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, it is likely the departure point is outside the UK and the destination should have some difficulty in access (i.e. no direct flights) and some complex needs. Some assessments were very generalised and theoretical and did not relate to the actual routes and journeys being considered.

Administration

NOTE: Annotation on coursework to show how assessment decisions have been reached is now a JCQ requirement. It should focus on the mark band descriptors to highlight key evidence.

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

Most OPTEMS forms were completed correctly.

Candidates and assessors are required to sign the Mark record Sheets 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.

If the samples identified do not include work with the highest or lowest mark these should be supplied.

General Comments

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

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for tasks (a), (b), (c) and (d).

This unit allows the opportunity for oral communication in presenting a suitable destination to a customer. If this format is used, all supporting evidence such as visual aids, notes, documentation etc. must be included. Candidates' portfolios should include the assessment checklist or observation statement and a detailed witness testimony (exemplars can be found on the Edexcel website). The assessor should describe the candidate's performance in detail to clearly justify the marks awarded. Statements should relate to the task requirements and the mark band criteria. This evidence should be signed and dated by the assessor.

Grade Boundaries

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