



GCE EXAMINERS' REPORTS

**TRAVEL AND TOURISM
AS/Advanced**

SUMMER 2016

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

WJEC provides information to examination centres via the WJEC secure website. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.

Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

	Page
AS General Comments	1
Unit 1	3
Unit 2	5
Unit 3	8
Unit 4	11
Unit 5	13
A2 General Comments	15
Unit 6	16
Unit 7	18
Unit 8	20

AS Travel and Tourism

Summer 2016

General Comments

Many centres continue to interpret the specification correctly. Most new centres also produced work that was appropriate to the assessment criteria. Much of the work submitted for moderation this year was yet again of a good standard. A great many candidates were able to produce appropriate responses to each of the Assessment Objectives as set out in the specification and there was clear evidence that on the whole centres had followed the guidance provided.

Good practice was seen in the majority of centres where Candidates had been encouraged to produce well-structured portfolios. When centres provided sufficient annotation to enable moderators to understand why a particular mark had been awarded, the moderation process ran smoothly and moderators were appreciative. Having each Assessment Objective clearly identified assisted the moderation process greatly; it must be emphasised that **all** centres are advised to adopt this approach.

Once again it is pleasing to note that the majority of centres awarded marks at the correct level or within tolerance. In a relatively small number of cases it was necessary to alter the marks awarded by the centre. Moderators found that there was some inconsistency in the marking of portfolios from a minority of centres. Centres are advised to study the exemplars and detailed teacher guidance that are available on the WJEC website. They are also advised to take note of the centre's allocated moderator report which gives individual centre feedback.

Administration

All centres must ensure that the administration procedures set out by the WJEC are followed and the necessary documentation has been completed appropriately before submitting portfolio evidence for moderation. Failure to do so hinders the moderation process. In the majority of cases centres comply with the procedures but there are some centres that do not. Centres must ensure that:

- A **completed** portfolio sample sheet is sent with portfolio submissions. It is vitally important that the '*total number of candidates entered for the component*' box is filled in.
- All portfolios provided for moderation match those listed on the sample sheet.
- Both **assessor** and **candidate** sign cover sheets. When there are no signatures evident the candidate will be awarded nought.
- Cover sheets are appropriately completed with candidates' marks for each strand.
- Evidence is submitted in suitable files or folders; cumbersome ring binders should be avoided. Avoid overuse of plastic pockets.
- Each portfolio is marked clearly with the centre's number and candidates' names and numbers.
- Portfolios are organised by candidates into sections for each Assessment Objective these must match the assessment criteria strands. Each AO should be clearly titled and separate from other AOs.
- All portfolio pages are **numbered**.
- Candidates acknowledge any sources, copied materials, quotations etc.
- All work is clearly and simply annotated by the assessor using the codes in the assessment grid where the assessor feels criteria has been met.
- Centres meet submission **deadline dates**.

Assessors are required to annotate portfolios appropriately, by doing so marks are better justified.

Candidates' evidence, when presented in envelope files / folders or held together with treasury tags was manageable and avoided costly packaging and cumbersome handling, this should be encouraged. Centres are advised to avoid placing work in a series of plastic wallets or bulky ring binder.

Handwritten evidence is acceptable, but should be neat and legible. Candidates are encouraged to produce word-processed evidence on A4 paper where possible. Centres should discourage candidates from including unnecessary materials / information such as lengthy downloads from websites.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 1: INTRODUCING TRAVEL AND TOURISM

Introduction

Overall, this examined unit resulted in nearly 11% achieving an A grade, 65% a C grade or higher and 93% an E grade or higher. These results are slightly better than last year's results. It is pleasing to see that a good percentage of candidates are achieving a C grade or higher and centres are to be congratulated on their preparation of candidates for the examination – there was clear evidence of candidates demonstrating a very good knowledge and understanding of the specification.

- Q.1 (a) This question was well answered by the great majority of candidates. However, many candidates gave an incorrect answer for the YHA.
- (b) The majority of candidates gained two marks as they were able to identify VisitBritain's promotional / marketing role in supporting private sector travel and tourism organisations. However, many candidates failed to develop their explanations as required for Level 2.
- (c) This question was well answered by the great majority of candidates.
- (d) The majority of candidates only achieved Level 1 as they failed to consider more than one or two positive economic factors and explanations were often basic.
- Q.2 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates achieved three or four marks as they explained the importance of location. However, good Level 2 answers demonstrated sound knowledge and understanding of accessibility including named ferry ports, Eurostar, etc.
- (c) Many candidates gained between four and six marks as they described and assessed a number of attractions and an event. However, many candidates provided generic descriptions for the range of accommodation.
- Q.3 (a) (i)(ii) These questions were well answered by the great majority of candidates.
- (b) The majority of candidates achieved Level 2 marks. Some excellent answers included recent developments relevant to passengers:
- when booking a flight / holiday
 - at an airport
 - whilst onboard.

- Q.4 (a) (i) This question was well answered by many candidates. However, a significant minority of candidates were unsure of public sector purpose-built attractions.
- (ii) This question was well answered by the great majority of candidates.
- (b) This question was well answered by the great majority of candidates. However, a significant minority of candidates provided 'list' type answers and only achieved Level 1.
- (c) The majority of candidates gained three or four marks. However, many candidates lacked the necessary knowledge and understanding of the aims of public and voluntary sector travel and tourism organisations.
- (d) The great majority of candidates achieved Level 2 marks as they provided valid reasons supported by detailed explanations.
- Q.5 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates demonstrated a sound generic knowledge and understanding of negative environmental and socio-cultural impacts and gained three or four marks. However, better responses were applied to a studied tourism destination.
- (c) (i) This question was well answered by the great majority of candidates.
- (ii) This question was well answered by the majority of candidates. However, a significant minority of candidates focused on tourism organisations.

General recommendations:

- A. The candidates should have a sound knowledge and understanding of a range of case studies – UK, long haul, short haul, coastal, countryside and urban. It is important that the candidates can name key features such as major attractions, transport facilities, accommodation and events. Generic answers only achieve Level 1 marks.
- B. The candidates need to be aware of the positive and negative impacts of tourism on a range of case studies.
- C. Some aspects of Section 1.5 might be best studied through case studies. The <https://hwb.wales.gov.uk/> website, ebook and INSET documents are excellent resources. Centres might also consider linking some aspects of this unit with Unit 2 – Investigating Tourism Destinations.
- D. Good examination techniques are worth centres as a significant minority of candidates fail to read questions carefully and exemplify their answers.

Command words such as explain, describe, assess and evaluate might be worth exploring as many candidates have the basic knowledge and understanding but fail to develop their answers sufficiently. Peer marking and mock answers illustrating the detail required for Levels 2/3 is a strategy which many candidates may benefit from.

TRAVEL & TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 2: TOURISM DESTINATIONS

Assessment Objective 1

It was encouraging to see that many Candidates met the objective of this task by demonstrating that they have a clear overview of the tourism geography of the United Kingdom and Europe and that they have some form of mental map of the location and distribution of different types of tourist destinations.

Most Candidates completed the overview before beginning to exemplify the range of destinations within the type, this is deemed good practice.

Fewer candidates produced maps, but the majority of those who did produced maps that were accurate, adding clarity to the candidates' descriptions of the location of different destinations. However, maps are not compulsory and some candidates produced work that allowed access to mark band 3 without including maps. Published maps are permitted.

It was pleasing to see that there were even more successful candidates this year who were able to produce concise, relevant information on each of their chosen destinations, on one side of A4 or less. Centres should be aware that candidates need to focus only on the **key features** and **attractions** of each destination. Some centres accepted candidates' work that was far too detailed and contained superfluous information. This approach should be discouraged.

Assessment Objective 2

Once again this year, it is pleasing to note that the vast majority of candidates selected appropriate United Kingdom and short-haul destinations. Generally, these were city destinations. Some candidates had selected other types of destinations which was encouraging.

It is still important for centres to consider the amount of guidance they provide to candidates with regard to the destinations they choose. There is no reason why candidates from the same centre cannot choose the same destination. Also, some candidates penalised themselves by choosing destinations for which they could not find sufficient information to complete AO4 successfully.

It is highly recommended that centres ensure that candidates can obtain sufficient data about trends in tourism at the destination before they embark on their fact file. Generally, there was a good range of information provided and the majority of candidates were able to identify the needs of different tourist types. Most candidates were able to show thorough knowledge and understanding of the chosen destinations through relating their research and information to aspects of the destination which appeal to different customer types.

Centres are reminded that the key word in this Assessment Objective is **fact file** and it is suggested that centres ask candidates to give some consideration to the format in which the fact file is to be produced. Good practice would be a fact file developed with a front page and contents section with some consideration being given to the intended audience for the finished document.

Better candidates focused on relevant information relating to the major attractions and facilities within the destination, directly relating this to an appropriate range of tourist types. The lack of relating research of the destination to a range of tourist type was often the main reason preventing candidates from accessing upper level mark bands.

Assessment Objective 3

Much of the evidence produced showed that Candidates were able to provide clear evidence of the sources they used to undertake their research. It is also considered good practice to reference sources through the body of the work rather than in a reference section at the end. More centres evidenced in this way this year.

Most Candidates covered the required elements of the task. They discussed the tourists' choice of travel to the destination and within the destination. Many Candidates also considered travel from the home area to the airport from which flights to the short-haul destination departed. More Candidates met this Assessment Objective clearly when candidates were given appropriate scenarios or 'pen portraits' to work from. Better Candidates were able to consider the type of transport used, directly relating this to different tourists' needs. This approach is to be encouraged

This year, more candidates were able to discuss how their chosen destination appeals to a wide range of tourists. To access the higher band marks, candidates need to be able to show how the type of tourist affects the choice of transport methods to a destination.

Transport within the destination, as well as options for getting from the airport to the accommodation were generally well researched. Better candidates considered the different factors in making choices about the types of transport available and related this to different tourist types.

For the United Kingdom destination, many candidates considered a range of transport options from their own area to the destination. Others considered transport choices for domestic tourists from different parts of the United Kingdom as well as for inbound tourists visiting the destination. This was deemed good practice.

Assessment Objective 4

It is pleasing to note that this year, Candidates were able to obtain a good range of relevant data and attempted an analysis of this. Better Candidates were also able to consider and comment clearly on the balance between factors that have contributed to recent trends and those that might affect the future popularity factors of the destination. Fewer candidates were found to produce quite generic evidence that did not specifically relate to the chosen destination.

It is pleasing to note that centres have taken last year's advice that candidates would need to obtain some data about trends in visitor numbers to the destination over the last five to ten years in order to complete this task successfully. Also, the fact that Candidates ensure that this is available before committing themselves to the fact file in AO2. Candidates, from the majority of centres had received appropriate guidance in their choice of destination which ensured that some data is available.

This Assessment Objective is not only driven by data. The main objective of the tasks is for Candidates to **analyse** the factors that affected the changing popularity of the destination as well as to **evaluate** the factors that might affect future popularity. These factors are identified in section 2.5 of the specification.

This task provides Candidates with an opportunity to demonstrate their awareness of the dynamic nature of travel and tourism through the rapidly changing economic and political conditions.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 3: MARKETING IN TRAVEL AND TOURISM

General comments

There was a very small entry for this paper but most candidates were able to demonstrate at least a basic understanding of the marketing terms and specification content. All questions were attempted.

Candidates showed understanding of the basic concepts of this unit but some were limited in their ability to apply their knowledge or failed to give examples in their answers where these were required. Some of the weaker candidates lost marks through misreading the question command word and providing descriptions and/or explanations rather than evaluations. Lack of skill in evaluating and justifying the comments they made limited the ability of candidates to achieve the higher mark bands in some questions.

Q.1 There were mixed responses to this question.

- (a) Most candidates showed an understanding of “sectors” i.e. Private, Public and Voluntary however others were unable to link sectors to each objective or suggested terms which were not recognised as “sectors”.
- (b) Some candidates were able to provide two examples whereas others failed to understand the importance of imparting the information to either staff or customers.
- (c) More able candidates were able to say how Travel and Tourism organisations may benefit whilst less able ones gave definitions of “M” and “T”.

Q.2 This question was answered well by most candidates.

- (a) Candidates were able to offer valid reasons for targeting products and services at different market segments.
- (b) Most candidates were able to link a relevant target to the product/service with more able candidates being able to make relevant justifications.

Q.3 The responses to this question were quite pleasing.

- (a) Candidates made a good attempt at explaining why it was important for Travel and Tourism organisations to conduct market research.
- (b) (i) and (ii) This question was well answered, with most being able to differentiate between quantitative and qualitative research. More able candidates provided good descriptions of each

- (c) Mixed responses to this question. Most candidates understood how Travel and Tourism organisations gathered data but few related the activity to technological use.
- (d) As with 3 (c) there were mixed responses. Some candidates described the process of gathering data but few linked this to technology and some failed to assess the effectiveness, describing the process instead.

Q.4

- (a) Candidates mostly gave a good account of the aims of promotion.
- (b) Most candidates identified this as either direct mail or mailshot and used correct marketing terms whereas others referred to it as a letter.
- (c)
 - (i) Most candidates used the Sandy Walls information well when identifying possible suitable target markets.
 - (ii) There were mixed responses to this question with more able candidates using the information contained in the letter to assess effectiveness whereas weaker candidates simply described the contents.
- (d) Candidates seemed to understand components of the marketing mix however they found it difficult to evaluate the effectiveness of the information included in the newsletter. Most accounts were descriptive rather than evaluative.

Q.5

- (a) Most candidates could identify stages in a product life cycle.
- (b) Most candidates were limited to level 1 marks for although they were able to identify the main stages in a product life cycle, they could not apply them to a named Travel and Tourism organisation and/or how this affected the pricing policy.
- (c)
 - (i) Most candidates were familiar with the term “brand image”
 - (ii) Although candidates were familiar with the term, few were able to assess its importance or relate to specific examples in a named Travel and Tourism organisation.

Q.6 Responses to this question were disappointing.

- (a) Candidates were familiar with the term SWOT although not so familiar with the term PEST. Most candidates gave an account of the two elements required (Strengths and Threats) with some more able candidates being able to link these to a specific organisation.
- (b) Although some candidates attempted to show understanding of the acronym PEST, few were able to demonstrate understanding of how the required factors (political and economical), few were able to demonstrate understanding of how these factors linked to opportunities and threats and/or a named organisation.

General Recommendations:

- Ensure the candidates understand key words such as explain, describe, identify, discuss, analyse and evaluate.
- Ensure candidates are familiar with marketing terminology and acronyms used within the specification.
- Give comprehension practice in reading the question, perhaps suggesting that candidates highlight key command words in the question, particularly if more than one example is required.
- Ensure candidates understand the value of named examples and detailed case studies as generic answers gain fewer marks.
- Candidates would benefit from an understanding of the detail required for a top level 2 and level 3 response. The mark scheme for each paper is available on the WJEC website following the announcement of results from the previous year.
- Candidates would benefit from guidance on higher level skills such as evaluation and justification of their responses in order to access the higher mark levels. Again previous mark schemes will be useful.
- Many aspects of the specification can be covered by studying named travel and tourism organisations and their marketing material and relating these to the key terms. The WJEC homepage for Travel and Tourism suggests some appropriate resources and websites.
- Ensure candidates have the opportunity to practice interpreting promotional material of various kinds and to discuss the techniques used in a variety of promotional campaigns.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 4: WORKING WITH CUSTOMERS IN TRAVEL AND TOURISM

Assessment Objective 1

Even more centres made excellent use of travel and tourism organisations this year following the advice from last year's report. Consequently, the criteria for this Assessment Objective were clearly met by many Candidates. This should be encouraged and adopted by more centres.

Candidates who were less successful were those who tended to rely more on information obtained from websites and visits, without accessing internal information from the organisation. It is strongly advised that centres would benefit from giving more consideration to the travel and tourism organisation they choose to base this section on. A single visit to a theme park cannot guarantee to provide sufficient 'inside' information about induction and training procedures.

It was clearly evident that centres that had obtained staff handbooks, manuals and training materials enabled Candidates to produce evidence of a better standard. Visits to the organisation specifically to obtain information of induction and training procedures are highly recommended as it is clear when Candidates gain insightful information which can be used within this Unit.

It is pleasing to note that once again fewer Candidates fail to clearly differentiate between **induction** and **training**. Induction should be seen as a familiarisation process for new employees and training being on-going and often related to specific job roles. Better candidates were able to discuss both as well as being able to consider different types of training in different departments.

Candidates did not always give careful consideration to the impact that induction and training have on the levels of customer service provided by the organisation. Better Candidates were able to do this and the best evidence began to differentiate between the impacts of customer service provided for internal and external customers. This should be encouraged.

Assessment Objective 2

This year the vast majority of centres provided the required evidence for this Assessment Objective, that is, the scenarios in which the Candidates were operating as well as detailed witness statements confirming the level of achievement across the range of role-plays undertaken. Some centres had made good use of the statement forms provided in the appendix of the teacher guidance, to be found on the WJEC website. Additionally, most centres provided Candidate evaluations of their performance, also available in the appendix of the teacher guidance available on the WJEC website. Although this is not a requirement, it does help moderators, and assessors, to determine the overall level of performance of the Candidates and is deemed to be good practice.

Centres should give consideration to the complex situation with which the Candidate has to deal and to make this commensurate with an AS level of performance. A situation can be made complex by the nature of the scenario, the time scale in which the role-play takes place or the attitude of the customer. Candidates need to be put in a pressurised situation to provide them with the opportunity to demonstrate the customer service skills they have developed.

Assessment Objective 3

This Assessment Objective covers research and analysis. Candidates who performed well provided clear evidence of the sources they used to undertake their research. It is considered good practice for Candidates to provide evidence that they have used a range of research techniques, including a range of websites, to find information.

Better Candidates used a range of research methods to identify the customer needs, including simple observation, interviews, and discussions. Some chose to import appropriate images into their work to illustrate ways in which the needs of different customers were met by the chosen organisation.

Fewer Candidates this year placed greater emphasis on the needs of external customers than the needs of internal customers. It was clear that Candidates who had been able to obtain 'inside' information from the chosen organisation were able to provide better quality responses, consequently allowing access to upper level marks

Better candidates were able to make reasoned conclusions about the ways in which the needs of internal and external customers are met by the organisation, this should be encouraged

Assessment Objective 4

Once again, most Candidates were able to provide a simple evaluation of the level of customer service provided by the chosen travel and tourism organisation. More Candidates were able to develop their evaluations sufficiently to obtain marks in the top mark band. Those who focused only on external customers and did not evaluate the provision of service to internal customers were unable to attain upper level mark bands. Others did not sufficiently differentiate between how well the needs of different types of customers were met. It was pleasing to see that many centres had taken the advice from last year's report and encouraged Candidates to adopt a more systematic evaluation of the level of service provided for different types of customers. This proved beneficial.

More Candidates this year were able to make an evaluation based on quantitative information from customer surveys provided by the organisation; this is considered to be good practice. Other Candidates had undertaken research to obtain their own data on which to make an evaluation. Some had based their evaluations on personal observations.

Better Candidates were able to make reasoned judgements about the level of service, thus allowing their access to the highest mark band. There were fewer weaker candidates who did not fully develop the relationship between the level of service provided and its benefits to the organisation.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 5: TOURISM IMPACTS AND TOURISM DEVELOPMENTS

Introduction

Overall, this examined unit resulted in approximately 8% achieving an A grade, 47% a C grade or higher and 87% an E grade or higher. The results are slightly better than the last year's results. This is pleasing to see and examiners were generally impressed with the knowledge and understanding of the many candidates who provided detailed answers.

- Q.1 (a) Many candidates gained three or four marks as their outlines were detailed and demonstrated some knowledge. However, a significant minority simply repeated information from the resource and only achieved Level 1.
- (b) The majority of candidates gained Level 2 marks as they discussed the range of accommodation and its importance. However, many candidates simply focused on different types of accommodation.
- (c) (i) The great majority of candidates demonstrated a sound knowledge and understanding of negative environmental impacts. Level 3 responses applied this knowledge and understanding to coastal and countryside areas.
- (ii) The majority of candidates gave detailed responses but they often lacked clarity and therefore only gained three or four marks.
- Q.2 (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates provided largely generic type answers as they lacked the necessary knowledge to name transport organisations and facilities such as airports and seaports.
- (c) The majority of candidates achieved Level 2 as they provided detailed answers on the negative impacts of modern transport. More balanced and better responses included examples of the positive impacts of modern transport developments.
- (d) This question was poorly answered by the majority of candidates as they had little understanding of how sustainable tourism is impacting on tourism organisations and destinations.
- Q.3 (a) The majority of candidates showed some understanding of the different types of tourism. However, many failed to develop their answers and only achieved Level 1.

- (b) (i)(ii) These questions were poorly answered by the majority of candidates as they lacked detailed knowledge of the different agents involved in tourism development and how their different aims sometimes result in conflict.
- (c) The majority of candidates showed a good knowledge and understanding of the positive and negative economic impacts of tourism development. However, many candidates provided sufficient evaluation require for the higher marks.

General recommendations:

- A. The candidates need to be aware of the positive **and** negative impacts of tourism development on a range of tourism destinations. In particular, centres might focus on the weaker areas such as socio-cultural impacts, positive environmental impacts and negative economic impacts.
- B. A range of detailed case studies must be studied for this unit. The <https://hwb.wales.gov.uk/> website, ebook and INSET documents are excellent resources. It is evident that candidates who have studied a range of detailed case studies achieve the higher marks – this is particularly important when questions required named examples of attractions, transport facilities, etc.
- C. As this is a synoptic unit centres should link some aspects of this unit with other units – notably units 1 and 2.
- D. Examination techniques / strategies:
Good examination techniques and strategies are worth centres exploring. A lot is expected in this A2 examination and time management is an area worth exploring with the candidates.

The candidates are **not** required to answer **the questions in order** and selecting questions that will gain the candidates maximum marks could benefit some candidates.

A number of candidates failed to exemplify and develop their answers sufficiently for upper Level 2 and 3 marks. Candidates need more practice and guidance on how to assess/evaluate. Peer marking and mock answers which illustrate the detail required for Levels 2/3 are other strategies which many candidates seem to benefit from.

A2 Travel and Tourism

Summer 2016

General Comments

The quality of evidence for these units continues to improve. It was clear to see that the majority of centres had interpreted the specification correctly and most candidates were able to produce an acceptable, and in many cases a more than acceptable, response to each of the Assessment Objectives. It was clearly evident that in general centres had followed the guidance provided.

It was also evident that candidates had been provided with the opportunity to research a current issue in travel and tourism in depth or had been fully involved with the process of organising an appropriate event.

The vast majority of portfolios were structured appropriately with each Assessment Objective clearly identified. This assisted the moderation process. Some centres did not adopt this approach and some evidence was not submitted in a well organised format, this needs to be addressed by centres as it severely hinders the moderation process. Also, some portfolios were put together in a cumbersome fashion, this should be avoided; simple treasury tags or basic document wallets are suggested. Generally, centres had provided sufficient annotation within the portfolios to enable moderators to understand why a particular mark had been awarded.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT6: TRENDS AND ISSUES IN TRAVEL AND TOURISM

Assessment Objective 1

The majority of research proposals were clearly structured and set out the aims of the study in sufficient detail. Many candidates included a summary that set out what the candidate was hoping to achieve and the methodology they were intending to adopt. This allowed many candidates to access Mark Band 2.

More Candidates were able to access Mark Band 3 this year mainly because their aims and research methodology were sufficiently clear, detailed and appropriate; centres had taken the advice from last year's report. Less work this year was very similar in overall content, this is to be encouraged.

Better candidates provided a wide range of potential reference sources and were able to justify clearly why these had been selected. These candidates were also able to indicate that they would be able to identify trends relating to the issue at an early stage. It is strongly advised that centres check that there is sufficient relevant data available of the chosen issue before the candidate begins, if there is insufficient data to be found then an alternative issue should be investigated and researched. Candidates who choose to investigate local and regional issues prove to be more successful than those choosing wider national and international issues. There was evidence of current and relevant tourism issues researched and discussed which is to be encouraged.

Assessment Objective 2

Most candidates were able to identify the relevant stakeholder groups connected to the issue and on the whole were able to access Mark Band 2. Weaker candidates were not able to interpret the values and attitudes of the stakeholder groups in much detail and some Candidates made only superfluous comments. Fewer Candidates this year did not give sufficient attention to the actions and responses of the stakeholder groups and so were able to access Mark Band 3.

AO2 is essentially concerned with the actions taken by stakeholders in the past and at the present time. Possible future actions and responses should be covered in AO4. Not all candidates provided sufficient detailed explanations and analysis of different groups of stakeholders and remained in Mark Band 2. Better candidates had identified appropriate stakeholders from the outset and were able to analyse and explain the different actions taken both in the past and at the present time. This was helped greatly when an issue with plenty of supporting data was chosen

Assessment Objective 3

It is pleasing to note that once again many Candidates used a very wide range of primary and secondary data. Weaker candidates found it difficult to reference their sources. However, some candidates were able to produce well-presented work in which a range of well-chosen sources had been clearly referenced. It is considered good practice for candidates to focus mainly on secondary data and to support this with their own primary data where they feel necessary.

More Candidates found it difficult to access the upper end of Mark Band 2 for this Assessment Objective. Weaker Candidates found it difficult to access relevant data related to the issue being discussed. This illustrated the fact that some candidates were not as clear about their chosen issue as they thought they were. Centres are advised to check with Candidates their choice of issue and to support them in ensuring there is sufficient data available in relation to the chosen issue, this is particularly important when it comes to assessing trends relating to the issue chosen

Weaker Candidates were often unsure about the significance of the reference sources they had selected and some failed to interpret data they had included in any meaningful way. A minority of Candidates are still spending too long attempting to analyse simplistic primary data they had collected, which was not entirely relevant to their chosen issue.

The performance in this Assessment Objective was often related to the degree to which Candidates had a clear understanding of the issue they were investigating and the trends in travel and tourism that were related to the issue. This reiterates why centres are advised to check with Candidates their choice of issue and to support them in ensuring there is sufficient data available in relation to the chosen issue, this is particularly important when it comes to assessing trends relating to the issue chosen

Assessment Objective 4

More Candidates had a clear understanding of the trends and issues they were studying. However, Candidates choosing on-going global issues were sometimes disadvantaged, especially if they had found it difficult to access sufficient information at the correct level. Where centres had taken on board advice from previous reports and applied teacher guidance appropriately Candidates fared well.

Weaker candidates found it difficult to produce any form of evaluation of the likely future impacts relating to the issue and could not present this in a balanced way.

Better candidates demonstrated the ability to consider the likely future responses of stakeholders in some detail.

Overall, there was an increase in candidates who were able to produce a comprehensive and detailed critical evaluation, a requirement for top of Mark band 3.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 7: MANAGING TRAVEL AND TOURISM ORGANISATIONS

General Comments

Although the entry for this unit was small, it was evident that the vast majority of candidates had been well prepared for the examination and most candidates demonstrated a sound knowledge and understanding of many of the key concepts contained within the specification. Many answers were well-structured and there was a high level of written communication. The majority of candidates were able to apply appropriate case study knowledge to their answers.

- Q.1 (a) It was evident that candidates had a clear understanding of customer service quality standards. However, some candidates misread the question and did not focus sufficiently on the procedures used by organisations to ensure that their staff are familiar with the standards set.
- (b) Again, most candidates were able to identify a range of benefits accruing from the setting of customer service quality standards. Many considered these from the perspective of the customer and the organisation. However, a failure to provide evidence of evaluation stopped most candidates from obtaining marks at the upper end of the range.
- (c) (i) All candidates were able to choose a suitable travel and tourism organisation on which to base the section of the question. Many had visited appropriate organisations and were able to describe in detail a range of methods used to collect feedback from customers.
- (ii) Many answers included realistic suggestions as to how organisations have used or might make use of customer feedback information. Less were able to explain in any detail how this information could be used to improve customer service quality standards in the future.
- Q.2 (a) Candidates were aware of a wide range of financial benefits that could be introduced by travel and tourism organisations to motivate staff. Some included examples from organisations they had studied. However, in some cases, candidates became confused between financial and non-financial incentives. Some other candidates perhaps tried to introduce too many incentives and failed to provide sufficient discussion.
- (b) Not all candidates were as confident in discussing non-financial incentives as they were with financial incentives. Many did not frame their answers to respond to the precise wording of the question and gave little consideration to the effects of non-financial incentives in an underperforming organisations. Although case study knowledge was used by quite a few candidates, generally there was a lack of assessment, which meant that the majority of candidates could not access the top of the mark range.

- (c) Many candidates demonstrated clear knowledge of a number on management styles and were able to identify the characteristics of each. However, many failed to read the question sufficiently carefully and did not consider how different management styles might alter the motivation and performance of staff. Very few candidates provided any form of evaluation of the effect of different management styles on the performance of staff.
- Q.3 (a) The majority of candidates answered this section confidently. Virtually all were able to identify three appropriate channels of communication and most provided an outline which accessed the upper end of the mark range.
- (b) (i) Virtually all candidates were able to focus on an appropriate organisation and were able to discuss a range of complaints. Weaker candidates tended to focus on the more simple and obvious types of complaints and were less confident dealing with complex complaints.
- (ii) Most candidates were able to draw on their knowledge of an appropriate organisation to discuss the complaints procedures used. Many were able to discuss complaints made by external and internal customers. However, yet again it was candidates' inability to assess *the effectiveness* which stopped many from obtaining the higher marks.
- Q.4 (a) The majority of candidates answered question 4 less fully, possibly because they were running short of time. As with other questions, many candidates understood the nature of the Health and Safety at Work Act, but could not, or did not have sufficient time to frame an answer to meet the specific requirements of the question. Very few candidates were able to explain the procedures used by travel and tourism organisations to ensure that employees are aware of the requirements of the Act.
- (b) Similarly, candidates were aware of the basic requirements of COSHH regulations but few were able to provide sufficiently detailed information to enable them to access the higher mark band.
- (c) Perhaps because it was the last question on the paper, few candidates were able to respond in any detail to this question. Relatively few candidates were aware of, or at least failed to mention the Data Protection Act and there was a lack of understanding of the procedures surrounding the collection and storage of electronic data.

General recommendations:

- Ensure that candidates understand key 'command' words such as explain, evaluate and assess and that they have an understanding of the style of approach required in their answers.
- Ensure that candidates are able to identify the precise requirements of each question rather than writing what they know about a particular concept.
- Ensure that candidates are aware of the amount of detail required to achieve and level 1, level 2 or level 3 response.

TRAVEL AND TOURISM

General Certificate of Education

Summer 2016

Advanced Subsidiary/Advanced

UNIT 8: EVENT MANAGEMENT IN TRAVEL AND TOURISM

Assessment Objective 1

It is pleasing to note that the majority of Candidates produced evidence of an **individual** presentation of their business plan. Weaker candidates focused too much on the style of their presentation rather than considering the detail of the business plan. It is important to note that for candidates to be able to access mark band 3 they need to develop a business plan which covers all elements in some detail. The elements of the business plan which should be covered are detailed in the content section of the specification. It was sometimes the case that candidates provided insufficient information about all of these. This year, most aspects of marketing, budgeting, cash-flows, record-keeping and health and safety issues were covered in sufficient detail.

Better Candidates were able to include detailed notes and showed that they were fully involved in and had a clear understanding of the business planning process related to the event.

An increasing number of centres supported Candidates by providing a detailed witness statement about the performance of the Candidate. Assessors are advised to demonstrate the Candidate's level of confidence in their witness statement. It is important for the Candidate to develop and present a business plan which covers all elements in some detail.

Assessment Objective 2

It is encouraging to note that once again this year a range of evidence was produced to support candidates performance in AO2. Log books and documents relating to meetings were commonly included. A 'record and commentary' relating to individual Candidates involvement in the project was required, but was sometimes insufficiently detailed.

Weaker candidates were not able to show clearly the decision making process through which a particular event was decided upon, and they were unable to provide evidence of their personal involvement. Fewer Candidates omitted elements of the business plan in the record.

As in previous years, better candidates assessed each proposal clearly and provided detailed evidence of their personal involvement in the decision making process, referring to each element of the business plan.

Again, some centres provided witness statements supporting the level of involvement and performance of individual candidates, which should be seen as good practice.

Assessment Objective 3

Even more Candidates this year were able to provide evidence of thorough research using a wide range of sources to investigate the feasibility of the project. Some centres constructed their portfolios so that this Assessment Objective appeared first. This helped moderators understand the process through which a particular project/event was finally selected. This approach is encouraged.

Weaker candidates were not able to provide clear evidence relating to the feasibility of suitable project/ events from which one was chosen. Sometimes the need for contingency planning was overlooked by these candidates. Valid conclusions pertaining to the reasons why a particular project / event was chosen were often not included by weaker candidates. Centres should ensure that candidates are fully involved in the decision-making process relating to the nature of the project / event and its feasibility.

Assessment Objective 4

The majority of Candidates were able to provide evaluations of the project/event and made references to their own and the team's performance. Many were able to identify the main strengths and weaknesses of the project / event and were able to access Mark Band 2.

More Candidates this year were able to provide perceptive and detailed evaluations of their own and the team's performance as well as identifying potential areas of improvement. Some centres supported these with witness statements, this is deemed good practice.



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