



EXAMINERS' REPORTS

**LEVEL 3 CERTIFICATE/DIPLOMA IN
TOURISM**

SUMMER 2019

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

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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.

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TOURISM
Level 3 Tourism
Summer 2019
UNIT 1

General Comments

For the first examination of this unit it was pleasing to see nearly 8% gain an A grade and 75% an E grade. However, as centres become more familiar with the expectations of the course a gradual increase in pass rates can be anticipated. Overall, the question paper proved accessible to the great majority of candidates and produced a good spread of results.

Comments on individual questions/sections

- Q1.** (a) (i)&(ii) Surprisingly these questions proved to be a challenge for the majority of the candidates as they were clearly unsure of named examples of UK tourism organisations operating as charities.
- (b) The great majority of candidates were able to explain the appeal of the UK's countryside areas to a range of tourist types. However, many candidates failed to exemplify their explanations with named examples of countryside areas and attractions.
- (c) Many candidates provided detailed discussions on a range of transport methods but very few exemplified their answers with named transport facilities. As a result, the majority only achieved Level 1 / lower Level 2 marks.
- Q2.** (a) (i) The great majority provided detailed descriptions of the range of jobs and gained Level 1 / lower Level 2 marks. However, very few candidates actually assessed the employment opportunities – there was a lack of reference to seasonal, temporary, permanent, full time and part time employment opportunities.
- (a) (ii) The majority of candidates provided detailed descriptions of the skills required for three different job roles. Some of the chosen job roles were too similar which restricted the range of skills being described.
- (b) Many candidates provided detailed responses and gained Level 2 marks. A significant minority of answers were descriptive which limited the marks to Level 1.
- Q3.** (a) Many candidates produced excellent answers and achieved Level 2/3 marks. However, a minority of candidates had little or no knowledge of the Butler Model.
- (b) The majority of candidates failed to show a clear understanding of the social factors and a destination management plan. As a result, Level 1 marks were common.

- (c) The great majority of candidates provided detailed answers with a range of marketing examples. The upper Level 2 and Level 3 answers clearly linked the marketing examples to overseas countries.

Summary of key points

1. Centres must teach all of the specification as it was clear that some candidates had little or no knowledge of some aspects.
2. Candidates need to learn named examples of UK destinations, attractions, transports methods / facilities, etc.
3. Candidates need to have a clear understanding of the command words – explain, discuss, assess, etc.
4. Many candidates need some guidance on how to structure their answers with regard to the demands of a question – paragraphs, key points, exemplification, etc.
5. Plenty of practice in writing and marking answers is advised – peer work sometimes helps.

TOURISM
Level 3 Tourism
Summer 2019
UNIT 2

General Comments

This was the first assessment opportunity for this unit. The majority of candidates had understood the requirements of the assessment objectives and many candidates had produced work that was of an acceptable standard. In some cases, where candidates had not followed the required structure of the controlled assessment, work was significantly over marked. However, where centres had followed the guidance provided and had produced well-structured evidence, in many cases the marks awarded, although out of tolerance, were close to the required standard.

Centres had access to two versions of a Model Assignment, depending on which was available when the centre began delivering the specification. It should be noted that from now on, candidates should address the requirements of the current Model Assignment and this work should be submitted for moderation.

Many centres failed to fully appreciate the significance of the synoptic links between Unit 1 and Unit 2. There were occasions where candidates could have scored higher marks if they had applied the content of Unit 1 to some of their responses in Unit 2. For example, the requirements of different types of holidaymakers (Unit 1) in relation to transport options within a chosen long haul destination (Unit 2).

Comments on individual questions/sections

AC 1.1 & 1.2

Many candidates produced work of a good standard where their evidence followed the content of the assessment criteria and appropriate exemplification was included. Work that focused too much on chosen destinations or attempted to combine the two Assessment Criteria tended to be over marked.

AC 2.3 & 2.4

Most candidates selected an appropriate long haul destination and were able to explain the appeal of the destination. Few candidates consider how and why the destination appealed to different types of tourist. Similarly, the transport options for tourists were considered but the choices available for different types of holidaymakers were often overlooked.

AC 2.3 & 2.4

Most candidates discussed the travel options to a chosen short haul destination in sufficient detail. However, some went into too much detail given the mark allocation, and others wasted time considering unrealistic options. Some even considered transport options within the destination, this is not a requirement.

AC 2.5

Many candidates were able to analyse climate data from appropriate short and long haul destinations. However, some did not give sufficient consideration to the impact of climate on

tourist activities. It is perfectly acceptable to import climate data from destinations on which to base an analysis, but not all candidates did this.

AC 3.1

By no means did all candidates produce a clear marketing plan for their chosen destination. A plan, which covered the five sub-headings, found within the unit content, applied to the chosen destination could have achieved good marks.

AC 3.3

Those candidates who identified a clear *target market* and produced a realistic plan which was appropriate for the destination, scored well on this section.

AC 3.2

Candidates who assessed promotional materials performed best when they considered materials used in recent and on-going campaigns to promote the chosen destination.

Summary of key points

Centres must ensure that they use the current version of the Model Assignment available on the Eduqas & WJEC websites.

Task 1

Ensure that there is a focus on the content of the two ACs, include appropriate exemplification from Cyprus and other chosen destinations and consider the synoptic links relating to Unit1.

Task 2

Consider the appeal of the chosen long haul destination for different types of tourist and evaluate the transport options within the destination for different types of tourist and holidaymakers. Also, consider the most appropriate transport options to the chosen short haul destination and explain more generically how the accessibility of short haul destinations has increased in recent years. Analyse climate data for chosen destinations in relation to tourist activities.

Task 3

Assess materials (physical or virtual) used in current or recent marketing campaigns for the chosen destination. Devise and justify a marketing plan which targets appropriate market segments for the chosen destination.

TOURISM
Level 3 Tourism
Summer 2019
UNIT 3

General Comments

For the first examination of this unit it was pleasing to see nearly 12% gain an A grade and 78% an E grade. However, as centres become more familiar with the expectations of the course a gradual increase in pass rates can be anticipated. Overall, the question paper proved accessible to the great majority of candidates and produced a good spread of results

Comments on individual questions/sections

- Q1.**
- (a) The majority of candidates gained three or four marks. This simple question illustrated the importance of candidates learning named examples.
 - (b) This question was well answered by the great majority of candidates. The better answers included links between aircraft technology and the growth of the global tourism industry.
 - (c) Many candidates produced detailed responses and gained upper Level 2 / Level 3 marks. Generally, good knowledge and understanding was shown.
 - (d) The majority of candidates produced comprehensive answers but assessment was weak / non-existent. This question illustrated the importance of candidates understanding the command word.
- Q2.**
- (a) Many candidates could name two or three pandemics / epidemics but few were able to identify appropriate tourism destinations and organisation affected.
 - (b) This proved to be a difficult question for many candidates as they lacked a clear understanding of the term 'globalisation'. Some candidates produced detailed answers but there was little evidence of any evaluative comments.
- Q3.**
- (a) (i) The majority of candidates showed a good understanding of the question requirements and provided detailed responses at Level 2 standard.
 - (a) (ii) The majority of candidates only gained Level 1 marks as their answers lacked the depth and clarity need at Level 2.
 - (b) The great majority of candidates only achieved Level 1 marks as they were unsure of the term 'ethical tourism'. In addition, some detailed answers lacked any evidence of assessment.

Summary of key points

1. Centres must teach all of the specification as it was clear that some candidates had little or no knowledge of some aspects.
2. Candidates need to be taught the terminology of the unit.
3. Candidates need to learn named examples of UK destinations, attractions, transports methods / facilities, etc.
4. Candidates need to have a clear understanding of the command words – explain, discuss, assess, etc.
5. Many candidates need some guidance on how to structure their answers with regard to the demands of a question – paragraphs, key points, exemplification, etc.
6. Plenty of practice in writing and marking answers – peer work sometimes helps.

TOURISM
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UNIT 4

General Comments

As with Unit 2, many candidates had produced work of a reasonable standard, at or close to the required standard.

Many centres had chosen to offer candidates the opportunity to participate in an event in which they had been involved. In some cases, candidates focused too much on the organisation of the event, without considering the business planning elements in sufficient detail.

It was evident that a significant number of candidates had not studied inbound tourism in sufficient detail to be able to cope with the demands of the assignment. However, it was pleasing to note that some candidates had been able to produce some interesting itineraries that showed evidence of thorough research.

Comments on individual questions/sections

AC 1.1

Candidates need to focus on an evaluation of the business planning elements as listed in the specification, as well as on the organisation of their own event. Exemplification from other events could be included.

AC 2.2 & 2.3

Many candidates were unfamiliar with the range of data and other information available from the VisitBritain, UK Inbound and similar websites. Candidates tended to focus on the range of tours available rather than considering the characteristics of domestic and particularly inbound tourists.

AC 3.4

Although a variety of interesting tour itineraries had been presented, many candidates failed to provide a sufficiently detailed justification to warrant a mark in the upper bands.

Summary of key points

Task 1

Focus on an assessment of the business planning elements of event management as well as the event in which candidates have participated. Include exemplification from other events to demonstrate specific business planning elements, where appropriate.

Task 2

Ensure that inbound and domestic tour operators are covered. Use the information from Canada provided, and one other destination to examine the characteristics of inbound and domestic tourists and to analyse relevant data taken from VisitBritain and other suitable sites.

Task 3

Assess the strengths and weaknesses of the two itineraries provided and explain the key elements in managing tour itineraries using examples from the two itineraries provided, and others where appropriate.

Task 4

Develop and present an individual tour itinerary, explain its objectives and justify its structure.



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