GCE EXAMINERS' REPORTS

GCE (LEGACY)
TRAVEL & TOURISM
AS/Advanced

SUMMER 2018

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

AS TRAVEL & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

General Comments

This year is sees the last awarding for the A level Travel and Tourism specification; it will be replaced by the Level 3 Certificate / Diploma in Tourism.

The vast majority of centres are interpreting the specification correctly. The vast majority of centres produced work that was appropriate to the Assessment Criteria. Much of the work submitted for moderation was 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.

It is pleasing to note that most 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.

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.

AS TRAVEL & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 1: INTRODUCING TRAVEL & TOURISM

The GCE AS course is being replaced by the Tourism Level 3 specification which includes some familiar content as well as new and exciting aspects which should appeal to centres whose candidates have enjoyed the retiring GCE course.

1.   **(a)**   **(i)(ii)**   These questions was well answered by the great majority of candidates.
     (b)   The majority of candidates gained at least four marks as they were able to identify two or three advantages and develop their outlines.
     (c)   This question was well answered by the majority of candidates who showed clear evidence of learning an appropriate case study. Some centres' candidates continue to provide generic answers which limit their marks to Level 1.

2.   **(a)**   This question was well answered by the great majority of candidates.
     (b)   The majority of candidates only achieved Level 1 marks as their evaluations lacked detail and insight.

3.   **(a)**   **(i)(ii)**   These questions was well answered by the great majority of candidates.
     (b)   It was pleasing to see that many candidates gained two marks as they clearly understood the term 'non-standardised'.
     (c)   **(i)(ii)**   This question was well answered by the majority of candidates. A significant minority did not understand the term 'intangible'.
     (d)   **(i)**   This question was well answered by the majority of candidates. However, some candidates gave answers which were far from recent.
         (ii)   The majority of candidates gained Level 2 marks as they showed good knowledge and understanding of the questions requirements.
     (e)   Although many candidates showed good knowledge of positive economic impacts many failed to link their knowledge to tourism destinations. Some good answers included examples of tourism organisations that benefited economically.

4.   **(a)**   Many candidates only achieved Level 1 as their answers lacked detail and understanding of the role of holiday camps. Some good answers included the historic and modern role.
     (b)   Many candidates focused on transport methods and not facilities. Also very few candidates provided named examples. As a result many answers were generic and only gained Level 1 marks.
     (c)   The majority of candidate gained two or three marks but very few provided a range of named examples.

5. **(a)** The majority of candidates only gained Level 1 marks as their answers lacked detail and clear understanding. Too many candidates still focus on litter.

(b) Many candidates only achieved three to five marks as their suggestions lacked detail, knowledge and understanding.

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 (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 2: TOURISM DESTINATIONS

Assessment Objective 1

Most 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.

Completing the overview before beginning to exemplify the range of destinations within the type is deemed good practice; most candidates produced evidence in this format.

Few candidates produced maps, which is totally acceptable, 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 once again 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. Fewer centres accepted candidates' work that was too detailed and contained superfluous information.

Assessment Objective 2

It is pleasing to note that most candidates selected appropriate United Kingdom and short-haul destinations; generally, these were city destinations. It was encouraging to see candidates had selected other types of destinations.

Centres must continue 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 and is to be encouraged.

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 they 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

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 generic evidence that did not specifically relate to the chosen destination.

Centres have clearly taken previous 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 task 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 & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 4: WORKING WITH CUSTOMERS IN TRAVEL AND TOURISM

Assessment Objective 1

The majority of 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.

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 upon. 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 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.

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.

There was a more balance approach this year and fewer Candidates 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

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.

A2 TRAVEL & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

General Comments

The majority of centres had interpreted the specification correctly and most candidates were able to produce 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. Fewer portfolios were put together in a cumbersome fashion this year; simple treasury tags or basic document wallets worked well. Generally, centres had provided sufficient annotation within the portfolios to enable moderators to understand why a particular mark had been awarded.

TRAVEL & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 5: TOURISM IMPACTS AND TOURISM DEVELOPMENTS

INTRODUCTION:
It is pleasing to note that examiners were generally impressed with the knowledge and understanding of the many candidates who provided detailed answers – notably questions 1 and 2.

The GCE A2 course is being replaced by the Tourism Level 3 specification which includes some familiar content as well as new and exciting aspects which should appeal to centres whose candidates have enjoyed the retiring GCE course.

1. **(a)** This question was well answered by the great majority of candidates.
(b) The majority of candidates clearly understood Tourism Concern's vision but many failed to apply this understanding to Sri Lanka.
(c) Many candidates provided detailed answers with clear knowledge and understanding but assessments tended to be weak. As a result the majority gained lower Level 2 marks.
(d) The majority of candidates had some knowledge of the public sector's role in tourism development but private sector responses were weak and lacked detail.

2. **(a)** **(i)** The great majority of candidates provided comprehensive answers showing a good knowledge of the chosen destination. However, a significant minority produced generic responses which only gained Level 1 marks. Good answers included named attractions and links to different tourist types.
(ii) The majority of candidates provided detailed answers of a range of accommodation types. However, very few gave names of hotels, hostels, caravan parks, etc.
(b) The majority of candidates provided a number of examples of sustainable practices used by attractions and accommodation providers. Upper Level 2 answers were not unusual.
(c) The great majority of candidates had a sound knowledge and understanding of positive and negative economic impacts but only gained lower Level 2 marks as their assessments were weak. Better answers included clear assessment and examples of tourism organisations.

3. **(a)** The candidates who made good use of the resource gained higher marks. Many answers were generic, with only tenuous links to the Gulf of Naples.
(b) **(i)** The majority of candidates gave three or more examples of negative environmental impacts but then failed to build on this knowledge when considering the Gulf of Naples.
(ii) The majority of candidates had little knowledge of how to reduce the negative environmental impacts of tourism. As a result answers were generally weak and sometimes unrealistic.

Examiners noted that a good number of candidates seemed to run out of time as question 3 answers lacked detail and seemed to be rushed – time management (see below).

General recommendations:

E. The candidates need to be aware of the positive **and** negative impacts of tourism development on a range of tourism destinations.

F. 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, accommodation, transport facilities, etc.

G. **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.

D. A good number of candidates failed to exemplify and develop their answers sufficiently for upper Level 2 and 3 marks. Candidates also seem to need more practice and guidance on how to assess / evaluate.

TRAVEL & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 6: 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 once again to access Mark Band 2.

More Candidates were able to access Mark Band 3 mainly because their aims and research methodology were sufficiently clear, detailed and appropriate. 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

The majority of 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

Once again many Candidates used a very wide range of primary and secondary data, this is to be encouraged. 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 re iterates 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.

It is pleasing to note that 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 (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 7 MANAGING TRAVEL AND TOURISM ORGANISATIONS

General Comments

Once more, the majority of candidates had acquired a clear understanding of most of the content of the specification and were able to provide sound answers to many of the questions. Candidates had studied a range of appropriate travel and tourism organisations and were able to use relevant information to illustrate their answers.

Q.1 (a) Candidates provided a variety of examples of problem situations which could be encountered by staff working for large hotels or airlines. However, many answers were of a 'scattergun' nature and very few candidates provided a more systematic approach such as dealing with the various areas of a large hotel, such as reservations, reception, rooms, restaurant, functions, etc.

(b) The majority of candidates were able to describe complaint handling procedures for a suitable organisation and most were able to distinguish between simple and complex complaints. Very few candidates considered evaluating the procedures, which meant that they were unable to access the highest mark band.

(c) Again, many candidates were aware of the need for grievance procedures to be in place for internal customers. Some focused too much on outlining grievance procedures for organisations they had studied, rather than adopting a more generic approach.

Q.2 (a) (i) Nearly all candidates were able to identify and describe a reasonable range of appropriate methods through which travel and tourism organisations collect feedback on the quality of the customer service provided. As in question 1 (c), some candidates focused too much on the methods employed by one particular organisation, rather than considering the range of methods used across the industry.

(ii) This section was answered fairly well, with the majority of candidates able to explain how the feedback collected could be used to improve customer service.

(b) Most candidates demonstrated that they were aware of what customer service quality standards were. Some focused on those used by one organisation rather than considering other organisations which might use different standards. Once more, the inability of candidates to address the command word, i.e. assess, meant that they were unable to access the highest mark band.

Q.3 (a) A wide range of motivational techniques were identified and discussed by candidates. Many were able to distinguish between financial and non-financial motivations although this was not the case with weaker candidates who were unable to structure their answers.

(b) The overwhelming majority of candidates were able to identify a number of ways in which poorly motivated staff could affect the operation of a travel and tourism organisation. However, yet again, there was little assessment evident, which once more meant that candidates could not access the higher marks.

(c) Candidates approached this question with confidence and were able to identify the strengths and weaknesses of their two chosen management styles. For once, most candidates did attempt to provide some form of evaluation of the management styles.

Q.4 (a) Most candidates took the correct approach to this question and able to demonstrate their understanding of the requirements of the Health and Safety at Work Act. Perhaps at this stage of the examination some candidates were under time pressure and did not develop their answers as much as they could have done.

(b) Candidates discussed legal requirements for reporting accidents at work, but by no means all made a direct reference to RIDDOR regulations. Again, it would appear that some candidates were running out of time by this stage of the paper.

(c) Very few candidates provided considered and developed answers to this question, perhaps due to pressures of time. Those who did tended to approach the question from the correct perspective and gave reasonable, if somewhat genetic answers.

TRAVEL & TOURISM

General Certificate of Education (Legacy)

Summer 2018

Advanced Subsidiary/Advanced

UNIT 8: EVENT MANAGEMENT IN TRAVEL AND TOURISM

Assessment Objective 1

The majority of Candidates produced evidence of an **individual** presentation of their business plan. However, 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. It is pleasing to note that most aspects of marketing, budgeting, cash-flows, record-keeping and health and safety issues were covered in sufficient detail this year.

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

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 Candidate's 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.

Candidates who 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 were able to access better marks.

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

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 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 event and made references to their own and the team's performance. Many were able to identify the main strengths and weaknesses of the event and were able to access Mark Band 2.

Better Candidates 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.