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Moderators' Report/
Principal Moderator Feedback

January 2012

PL Travel & Tourism Level 2

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TT202

General

This unit introduces candidates to the travel and tourism sector and considers its breadth. Candidates need to be introduced to examples from all the constituent industries. This will ensure that candidates who successfully complete the Principal Learning for the Higher Diploma in Travel and Tourism will have gained knowledge and understanding of both the sector as a whole and its constituent industries.

The purpose of this unit is for candidates to gain an understanding of the broad nature of the travel and tourism sector and its importance to the UK economy. Candidates will develop understanding of the key factors that have shaped the industries in today's travel and tourism sector and then apply the knowledge gained to anticipate and plan for future developments. They will also gain awareness of the significant impact of uncontrolled and unplanned events. Having gained insight into the dynamics of the travel and tourism sector, they will then learn how to interpret statistical data and use it to consider changes and trends within the sector, and the impact these may have. This can then be applied to help organisations anticipate and plan for future developments in the sector.

1. Key messages and general guidance

It is important that centres develop an approach to teaching and learning that supports the applied learning requirement of the Diploma.
The delivery of this unit would benefit from employer engagement.
Tutors should approach employers early in the planning stages of the Principal Learning, with the aim of initiating sustained engagement with them.
Employers could help tutors, for example, with the planning of programmes of learning, or the provision of visits, guest speakers and mentors.
Tutors should arrange for employers to give a talk on the role of specific organisations within the travel and tourism sector, especially in relation to obtaining up-to-date data about the sector and the impact that change in, for example, technology is having on specific organisations.
Candidates will find access to employers very useful in understanding the role of industries and of specific organisations.
Employers could be asked to speak to groups of candidates or to accommodate visits. Employers could contribute to learning outcome 2 by providing a history of their organisation. Candidates can then link this to general developments post-1945 and suggest what future developments may be needed in light of current trends.
Employers could give feedback where candidates have created presentations about change within the travel and tourism sector, or talk to small groups about specific aspects, such as technological developments, and their impact in one area of the travel and tourism sector such as passenger transport.
Visits to places such as transport hubs, for example airports or train stations, could provide information for surveys, to how organisations relate to each other.
Local employers could be asked about ownership and structure so that candidates can, from a study of local businesses, relate to the national picture.

Investigation of a variety of trade and professional bodies such as regional tourist boards could be enhanced by visitors from these organisations. Travel and tourism organisations could provide expertise in aspects of employment and how the sector contributes to the UK economy, and could provide non-confidential data on employment for trend analysis. Employers may also be able to assist in the interpretation of these statistics at a local level which could then be applied across the industry sector and in discussions of the implications for businesses of these trends.
Work experience could include investigating the impact of change on the specific industry visited and finding out how that industry relates to other industries within the travel and tourism sector.

This unit is 60 guided learning hours (GLH) in length. All the content included in the, "What you need to learn" section needs to be taught. There should be a focus on learning to develop knowledge, skills and understanding and then a small amount of time to assess.

The suggested number of guided learning hours (GLH) required to complete the controlled assessment is three and it expected that the work submitted should bear some relationship to this time period. In this series some work clearly did not represent this time limit; in some cases taking many weeks from the candidates own accounts. A number of centres appear to have spent a considerable amount of controlled assessment time writing out theoretical information; less time appears to have been spent on developing knowledge skills and understanding.

This unit must be covered by a single assignment.
Candidates require evidence to support their understanding of the contribution of the sector to the UK economy. Tutors must, therefore, ensure that candidates have access to relevant employment and economic information. Similarly, in learning outcome 4, candidates need access to a wide range of travel and tourism statistical data.
Tutors should encourage candidates to present their analysis and responses using a variety of media, including written, posters and oral presentations. Candidates will interpret statistical data and trends to anticipate future developments in travel and tourism. On completion of the assessment, candidates will be able to apply knowledge of trends in one industry to another industry in the travel and tourism sector.

The controlled assessment is a summative judgment of the candidates' knowledge, skills and understanding gained through learning of the content range. Learning outcomes 1, 2, 3 and 4 will be accessed via controlled assessment. Controlled assessment is the approach used for principal learning qualifications because it helps candidates to transfer and apply their learning to the content and task(s) chosen for assessment. It also encourages a more purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity, rather than separating assessments into a series of potentially unrelated elements.

This unit links to *Unit 1: Journeys and Destinations in Travel and Tourism* by looking at the impacts of travel and tourism. It links to *Unit 5: Travel and Tourism Business Environments* by looking at how industries within the travel and tourism sector work. It also links to *Unit 7: Work in a Travel and Tourism Team*, as candidates will use the knowledge, understanding and skills gained in this, and all other Level 2 units, to be able to perform in a travel and tourism environment.

Assessors are reminded to focus on the descriptors given in the assessment grid for each learning outcome when making judgements on a candidate's performance.

This qualification uses the best fit approach to assessments and NOT the hurdle approach. The starting point should be to determine the 'best fit' mark band. Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the midpoint in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work. Marks should only be awarded from the range for mark band 3 when all requirements of the statement have been met to an appropriate standard for this qualification.

Candidates must use the Harvard system of referencing when listing resources used for their assessment.

2. Accuracy of marking

For many centres, marking was inaccurate. A number of centres were inconsistent when applying the marking criteria**.** There was a tendency to be generous, particularly when awarding marks from within mark band 3. Many candidates were awarded marks from mark band 3 when mark band 2 or even mark band 1 was more appropriate.

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidate's performance. The starting point should be to determine the 'best fit' mark band. Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the midpoint in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work.

Marks should only be awarded from the range for mark band 3 when all requirements of the statement have been met to an appropriate standard for this qualification.

This unit has four Learning Outcomes:
LO.1 Know the industries and key organisations within the travel and tourism sector and their roles
LO.2 Understand the impact of key factors on the UK travel and tourism sector
LO.3 Understand the importance of the travel and tourism sector to the UK economy
LO.4 is able to interpret statistical data to plan for potential developments in travel and tourism.

The "Teaching this unit" section in the specification gives good indicative guidance.

The centres that had used "employer engagement" tended to produce work of a higher quality than those centres that had relied heavily on the internet.

Much of the evidence had not been "Applied" to the real world of work; it was often generic in nature. At lot of the evidence submitted was classroom/internet based. Work was generally very descriptive.
Evidence that demonstrated the relationships between organisations and their interdependence on each other was generally very weak.

For LO1, candidates should explore the industries that make up the travel and tourism sector, including travel services, tourism services, conferences and events, visitor attractions, accommodation services and passenger transport. Candidates need to understand that the industries within the travel and tourism sector cannot work in isolation and are interdependent. The industries work with each other to provide the products and services that meet the needs of travellers and visitors. The work submitted for this learning outcome was often weak. Candidates also need to find out about trade and professional bodies. Candidates are regularly mixing up trade and professional bodies; there is a lack of clear understanding of the differences.
Tutors will need to cover the trade and professional bodies in the, *"What you need to learn section",* and should ensure they are up to date. Information about national development agencies is readily available on the internet and on regional tourist board websites.

For LO2, It is important for tutors to introduce candidates to those factors that historically have shaped the UK Travel and Tourism sector as well as those currently impacting on it. The evidence produced for this learning outcome lacked focus and was generally weak.
Key factors that may impact on the Travel and Tourism sector in the future could include environmental factors such as the influence of political and public pressure, development of roads and airports, and the increasing awareness of the importance of sustainability. Socio-economic and cultural changes should also be introduced, such as the increase in disposable income, increased mobility, availability of leisure time, flexible working, and changing demographics. Holiday trends, such as the development of specialist holidays, independent travel, the business travel market and changes in the length and frequency of holidays, should be considered, as should changes in technology that impact on the sector, including e-business, booking systems, internet research, call centres, different check-in systems, GPS, payment systems, and visitor management methods. Other factors include changes in the structure of sector such as mergers and acquisitions, developments in transport such as the Channel Tunnel, high speed rail travel, low cost airlines, and government influences such as the development of public sector tourism, changes in border

controls, deregulation of air travel, taxation, diversity and inclusion, and safety and security.
Candidates could focus on recent events, such as natural disasters or fashions and trends, and discuss how they have affected travel and tourism

For LO3, candidates could consider the industries they came across in LO1, in order to understand the importance of the travel and tourism sector to the UK economy and discuss the types and number of jobs created in those industries. They could then look at statistics and trends for employment in the sector as a whole. Aspects of employment to consider could include the number of employees in the different industries, seasonal employment, and whether employees are part time, full time, temporary or permanent. The relevant Sector Skills Councils will provide statistical information on their websites. In terms of income, candidates could consider visitor numbers and visitor spending. The Gross Domestic Product must also be explored.

For LO4, tutors could, at first, select specific sets of data for candidates to interpret, with key questions guiding their interpretation. Candidates should obtain real statistics from a business or organisation in order to ensure that the interpretation and subsequent suggestions genuinely relate to a real sector context. During this examination series, following the interpretation of data, any suggestions made by candidates tended to be very weak or missing.
Once candidates are familiar with key sets of travel and tourism data they could interpret trends in terms of potential developments. This can be introduced by a series of 'if' statements. For example, if there are substantial numbers of older people with a good income and good health what products should the sector provide for this group in the future?

3. Administration
Most centres provided a well organised and structured sample of portfolios, with useful supporting centre documentation. Most centres provided evidence of a process of internal verification. There were some excellent examples of annotation and this assisted the moderation process. Authentication of candidates work was robust. Observation records were usually detailed and well written

4. Further guidance and support
Centre assessors are reminded that a range of training opportunities and support is available at http://www.edexcel.com/resources/training

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Edexcel also offer a Diploma assignment review service for Edexcel Diploma consortia / centres where they provide feedback and commentary on your draft

assignments / schemes of work, to help ensure that your candidates can provide evidence across the required criteria. This is available at
http://www.edexcel.com/quals/Pages/support.aspx

TT203

Due to insufficient entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT204

General Comments

The purpose of this unit is to introduce candidates to the world of work in travel and tourism, including potential job roles and progression routes in the sector, so they can develop understanding of the requirements for working in the sector. All the content included in the, "What you need to learn" section needs to be taught.

Candidates should consider the entire breadth of the sector. This will help to ensure that candidates who successfully complete the Principal Learning for the Edexcel Higher Diploma in Travel and Tourism will have gained knowledge and understanding of the sector as a whole and its constituent industries.

Candidates will benefit most from this unit if the delivery is timed to link with a period of work experience. This work experience may or may not be within the sector, but will prove valuable in terms of reflection and self-assessment.

Candidates are required to research the requirements of job roles across the range of a sector (sectors include: travel services/tourism services/conference and events/visitor attractions/accommodation services/passenger transport) and then focus on two job roles of particular interest to the candidate from two different industries. For example, for the travel services sector the different industries include retail travel services, tour operators, ticketing agencies and bureau de change. If candidates describe the travel and tourism as a whole, it will make the assessment more challenging and candidates may find the assessment more difficult to achieve within the required GLH for controlled assessment. Furthermore, if the assessment includes many sectors of the travel and tourism industry, there is a risk that evidence becomes theoretical rather than applied to the two different industries within the sector selected by candidates.

It is recommended that assignment briefs provide the opportunity for candidates to select two job roles that are of particular interest to them. Centres can use an assignment brief that involves candidates planning employment for a stated pen portrait however; candidates should still have the opportunity to select the sector and industries based on the information provided.

The suggested number of guided learning hours for assessment is six hours. This means that there are a significant number of hours allocated for learning in order to sufficiently develop candidates' knowledge of the employees and employers' rights and responsibilities, their understanding of the requirements for employment and the processes involved; and finally the skills required to plan progression.

Within the guided learning hours, candidates should cover different sectors as outlined in the specification.

Candidates should apply learning to a different context or situation for the assessment. For example, candidates can draw upon their learning of planning employment in other sectors of the travel and tourism industry and apply this to a sector of the industry selected for the assessment. Candidates can also draw upon learning from other units for example, knowledge of the sectors.

This unit provides the opportunity to use a variety of assessment methods. The methods selected should, where possible, reflect the world of work so that candidates see the relevance of the qualification. Furthermore, this can reduce the written burden on candidates. Evidence can be captured both verbally and written. For example, the evidence for this unit could include annotated job specifications identifying skills gaps; observation record capturing the assessment of skills, qualifications and personal qualities e.g. at an appraisal meeting; a development plan with identified gaps, areas for improvement and targets; observation record documenting understanding of employment and the processes.

Controlled assessment is the approach used for principal learning qualifications because it helps candidates to transfer and apply their learning to the context and task(s) chosen for assessment. It also encourages a more purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity, rather than separating assessments into a series of potentially unrelated elements.

Candidates should draw on the theory of employment to inform the planning for progression to further study or employment. For example, candidates could use their knowledge of statutory and contractual rights and responsibilities to better inform the assessment of skills and the areas for improvement. The understanding of the employment requirements will inform candidates of the skills gaps and it will allow them to plan more effectively for their future.

Candidate evidence should be assessed against the assessment criteria in the specification. A note should be taken of command verbs and discriminators for each statement. Strengths and weaknesses in evidence can then be taken into account when awarding marks from within the mark band. If as a whole the evidence is detailed, however, a few of the sectors are only briefly evidenced, and then a lower mark within the mark band two range would be more fitting. If the evidence is more thoroughly explained or has aspects which are more developed then the higher end of the mark range should be applied.

Accuracy of Marking

The "Teaching this unit" section in the specification gives good indicative guidance.

The accuracy of marking had improved since the previous series. However, marking in some centres was inaccurate. Some centres were occasionally

inconsistent when applying the marking criteria and there was a tendency to be generous, particularly when awarding marks from within mark band three.

Assessors are reminded to focus on the descriptors given in the assessment grid when making judgements on candidate's performance. The starting point should be to determine the 'best fit' mark band. Assessors are advised to use the full range of marks available within the mark band. To facilitate this, assessors are advised to start at the mid-point in the range of marks available within a mark band and move up or down based on the strengths or weaknesses of candidates work.
Marks should only be awarded from the range for mark band three when all requirements of the statement have been met to an appropriate standard for this qualification.

LO1: Understand requirements for employment in travel and Tourism

Candidates should review and discuss as a class the different skills, qualities and attributes that are valued in the workplace. In preparation for personal development planning, it would be beneficial if candidates focus on selected jobs that are particular interest to them and which would offer realistic opportunities for entry and progression.
Marking was occasionally generous. Often, the evidence was a description of a range of jobs rather than an explanation. Evidence was mainly basic and characteristic of mark band one rather than the higher mark bands.

LO2: Understand the process involved for recruitment, selection and starting employment

Candidates should include the typical stages involved in the recruitment and selection process, and a step-by-step run through of the process from an employer's perspective would be useful. Candidates need to know why and how the induction of new staff takes place and how individuals are then developed in the workplace through training, appraisals and goal setting.
Marking was occasionally generous as centres awarded higher marks for descriptive evidence. The recruitment, selection and starting employment process were generally described rather than explained. The evidence was generally brief and in some samples, not all areas were considered i.e. some candidates only focused on recruitment. Many samples included the theoretical process rather than evidence applied to specific industries and job roles. The evidence relating to progression opportunities was very brief and is overall descriptive rather than explanatory.

LO3: Know the rights and responsibilities of employers and employers in travel and tourism

Candidates could find out about the implications of statutory and contractual rights and responsibilities during their work experience by talking to existing members of staff or a mentor.

Employment legislation may be brought to life with straightforward examples of current disputes, particularly those that relate to the travel and tourism sector in areas such as health and safety, discrimination, and working hours.

Marking had a tendency to be generous as evidence overall was mainly generic and related to general statutory and contractual rights and responsibilities rather than been applied to the specific job roles selected.

LO4: Be able to plan progression to further study or employment in travel and tourism

Candidates should initially consider employment opportunities across the sector, including job roles they may be less familiar with. They should consider progression routes in terms of the skills, attributes and qualities needed, so they can produce personal development plans.

Marking had a tendency to be generous. The assessments tended to be limited in detail and yet higher marks were often applied. The gaps and areas for improvement were generally addressed however detail and justification were often lacking.

Marking also had a tendency to be generous when setting objective. To access the higher mark bands good planning should be evident. When objectives were set, few gave developed goals. There was also limited reviewing of progress over time and limited use of sources of information to support judgements of the progress.

Administration

Each centre had included a record of their marks on a Candidate Record Sheet (CRS) that had been signed by the candidate and the tutor; this along with relevant assignment briefs assisted the moderation process.

There was evidence of internal moderation from most centres.

Annotation on coursework was evident and some aspects gave detail which was very helpful to the moderation process. Annotation should highlight where key evidence could be found such as:

In LO1, annotation could be used to highlight clearly where candidates show detail in their explanation of the requirements for employment.

In LO2, annotation could be used to highlight clearly where explanations refer to recruitment, selection, staring employment. Annotation could also highlight progression opportunities.

In LO3, annotation could highlight where evidence can be found in relation to employees and employers and where evidence is felt to be 'in detail' or thorough.

In LO4, annotation could highlight where sources of information and advice has been used. Annotation could highlight where assessment and skills gaps are developed or comprehensive. It could also highlight where goals are set and where there is evidence of reviewing.

Edexcel does not require candidates to submit their portfolios in a file. It is sufficient for candidates to provide all work tied with a treasury tag, providing it can be easily identified. In addition to the Candidate Authentication, there should ideally be a front cover stating name of candidate, centre and candidate number.

Only evidence used to determine the mark awarded need be submitted in a portfolio. That evidence should be for LO1, LO2, LO3 and LO4. Class notes and activities should not be sent in their portfolios.

This unit allows the opportunity for oral communication in presenting work. If this format is used, candidates portfolios should include a witness testimony, assessment checklist or observation statement. This should describe candidate's performance, and highlight how this leads to the mark awarded. It should be signed and dated by an assessor. Any supporting evidence such as visual aids, notes, documentation etc., should also be included. Video evidence, audiotapes and computer discs and CDs are not required as forms of evidence. Where candidates have used these forms of technology, a witness testimony or observation record is required. Printed versions of documents can be sent as supporting evidence.

Further guidance and support
Centre assessors are reminded that a range of training opportunities and support is available at http://www.edexcel.com/resources/trainingg

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TT205

As there were no entries for this paper, it has not been possible to provide detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

TT206

General Comments

Centres are reminded that the choice of vocational scenario is often key in guiding candidates to produced suitably applied evidence, which is not generic and largely theoretical. Candidates could ideally work with a local business to explore their 'real' needs in relation to increasing sales and/ or attracting new target markets. This may be the same organisation used to support *Unit 5: Travel and Tourism Business Environments* and new promotional materials may have been one of the identified business objectives identified to responds to emerging trends.

The use of employer engagement would be most useful throughout the delivery and assessment of this unit. Employers can help to contextualise existing promotional techniques and materials and how the promotion of the features and benefits of their products and services affects sales and the impact on the business. Studying real world examples can help candidates to better understand theoretical concepts and underpinning knowledge before applying their skills in the creation of their own materials.

Study of the unit, and subsequent controlled assessment, must be linked to a relevant travel and tourism organisation/ business and their products and services. Controlled assessment requires candidates to generate a variety of ideas for products and services and then choose one product and one service to consider in more detail. For the selected product and service they must produce two different promotional materials, aimed at different target markets. The promotional materials selected should be suitably contrasting, for example a poster and a web page, or a flyer and a press release. Evidence which does not meet this requirement is unlikely to achieve the maximum marks available.

When generating ideas for promotional materials to attract different markets, candidates should be encouraged to think about relevant ethical and cultural considerations. These should be appropriate to the type of material being suggested, for example, if an idea is put forward for broadcast media, the relevant guidelines produced by regulators. Candidates should be discouraged from simply identifying generic considerations which are repeated for each promotional idea identified.

This unit provides the opportunity for candidates to use a variety of assessment methods, where appropriate. The methods selected should, where possible, reflect the world of work so that candidates see the relevance of the qualification. Evidence can be captured in written, verbal, audio or audiovisual format. For example, when explaining how features and benefits of products and services can be used in their promotion and sales, candidate understanding could be assessed through a question and answer session.

Controlled assessment is the approach used for principal learning qualifications because it helps candidates to transfer and apply their learning to the context and task chosen for summative assessment. It encourages a more purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity, rather than separating assessments into a series of potentially unrelated elements. Candidates should draw on the

underpinning knowledge of promotion and sales to inform the choice of promotional materials aimed at different target markers.

The suggested number of guided learning hours required to complete this assignment is ten hours. Candidates carry out the planning work for their promotional materials under controlled conditions, and then are allowed time to create their materials before completing their assignment. Candidates are assessed on the appropriateness and design of their materials, rather than the actual skills involved in creating them.

Accuracy of marking

Assessment was found to be consistently generous. All candidates had attempted all five of the learning outcomes, although evidence was very brief for this level and was best suited to marks in the lower mark bands.

LO1: Know the techniques and materials used by travel and tourism businesses to promote products and services

Assessment of this outcome was generally in the correct mark band, with descriptions generally in some detail. There was a lack of distinction between promotional materials and techniques for some candidates. Written evidence was presented by all candidates for this outcome. Some examples had been provided, although not always related to the travel and tourism sector. Candidates should be encouraged to explore a variety of materials and techniques used in different industries that make up the sector.

LO2: Know how travel and tourism products and services are sold

Marking was generous as evidence was very brief in the majority of cases. Written evidence was presented by all candidates for this outcome, although it should be noted that the use of a PowerPoint template did not always promote the level of detail required to award marks in the higher mark bands. If PowerPoint is used to support a verbal presentation, the importance of a detailed observation record from the assessor, to support the assessment judgement, is highlighted.

LO3: Understand features and benefits of products and services in the travel and tourism sector

Marking was generous as marks were often awarded in the higher mark bands where evidence was brief and basic. Candidates were generally able to describe basic features and benefits of products but less able to explain how these can be used in the promotion and sale of products and services. Written evidence was presented by all candidates for this outcome. Centres are reminded that evidence produced as group is often unsuitable for controlled conditions. Evidence must be clearly attributable to an individual candidate and whilst group work is encouraged during the development of underpinning knowledge, final assessments should be individual.

LO4: Understand the importance of promotion and sales to the travel and tourism sector

Marking was generous where evidence was brief and better suited to marks in the lower mark band. Candidates generally focused on explaining what products and services are rather than the importance to promotional activities in meeting business objectives. The use of relevant examples from local businesses may help candidates to apply their underpinning knowledge when explaining the importance of both promotion and sales.

LO5: Be able to create promotional materials for travel and tourism target markets

The majority of candidates were able to generate ideas for promotional materials, although less able to link these meaningfully to a particular target market. When taking ethical and cultural considerations into account, candidates were often repeating the same considerations for very different materials and markets.

In terms of materials creation, posters were both popular choices by candidates, although candidates struggled to achieve MB3 which requires the demonstration of creativity and insight to effectively appeal to different target markets. Some candidates only produced one piece of basic promotional material and as such, the higher marks were inappropriate. Centres are reminded that candidates should be encouraged to produced two pieces of contrasting material targeted at two distinct target markets.

The choice of more detailed and complex materials, for example: web pages, brochures, merchandise designs; may provide further opportunities for candidates to demonstrate more creativity to access marks in the higher mark band.

The majority of candidates were only able to produce limited justifications for the design of their promotional materials. Candidates could consider a wider range of factors such as ethical and cultural considerations, needs of the target market, appropriateness and suitability.

Administration

Administration for this unit was appropriate. Centres has provided appropriate authentication of the candidate evidence and signed Candidate Record Sheets (CRS). Evidence was well organised and presented. Annotation on coursework was acceptable but often brief.

This unit allows the opportunity for evidence in verbal, audio or audiovisual format. Any verbal review must be accompanied by a written outcome that can be externally moderated.

If verbal evidence takes the form of a question and answer session or review, then a true written account of the review must be supplied including all questions and answers. This evidence must support the marks awarded by the assessor. If verbal evidence takes the form of a presentation, the written evidence must include presentation notes, slides or overhead projections in A4 format.

With either form of verbal evidence identified above, the written evidence must be accompanied by an individual Learner Observation Record. The assessor may, in addition, supply audio evidence in MP3 or MPEG format on CD to support their award of marks.

Further guidance and support

Centre are reminded that a range of tutor materials, including example schemes of work and assignment briefs, are available to support this qualification. A range of training opportunities are also available to support centre assessors. Further details can be found at Edexcel Online:
www.edexcel.com/resources/training

Edexcel provide an 'Ask the Expert' service to provide timely responses to centre queries regarding the delivery and assessment of this qualification. The service can be accessed via Edexcel Online: www.edexcel.com/Aboutus/contact-us/ask-expert

An assignment brief and scheme of work review service is also available. Further details can be found at Edexcel Online:
www.edexcel.com/quals/diploma/Pages/support.aspx

TT207

As there were no entries for this paper, it has not been possible to provide
detailed feedback to centres to benefit their candidates.
Edexcel will not, therefore, publish an Examiners' Report for this paper.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link: http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx