

# GCE OL Travel and Tourism 7096

## Coursework Guidelines for Teachers

### Section 1: Introduction

The OL Travel and Tourism qualification offers flexibility for candidates and Centres in the study options it provides. All candidates must sit the mandatory, externally set and marked examination Paper 1 which covers the subject content of Units 1 - 4 from the syllabus. Centres can then elect to enter candidates for **either Paper 2** – the externally set and marked examination covering Unit 5 on marketing and promotion in the travel and tourism industry generally **or** Paper 3 – the centre assessed coursework investigation from Unit 6 – the marketing and promotion of visitor services specifically.

These two options carry equal weighting (40%) within the overall qualification, and the choice of which route to take rests with Centres themselves.

Many teachers are wary of coursework if they are unfamiliar with this as a means of assessment. The fact that the initial assessment responsibility remains within the Centre may cause anxiety and some teachers/tutors may consequently avoid offering the coursework module. The purpose of this guide is to provide answers to any of the questions Centres may have about the coursework module and to inspire sufficient confidence in Centre staff with which to undertake the delivery of this module. Therefore, it is important at this point to identify the benefits of a coursework investigation from the perspective of both the Centre and of the candidates themselves, in an attempt to allay any fears that teaching staff may hold about the demands of coursework.

### Why choose coursework?

Undertaking and completing a coursework investigation allows candidates to work in a very different way from the traditional didactic teaching and learning style often adopted in preparing candidates for an external assessment. Coursework investigation is particularly relevant when studying the travel and tourism industry as the industry is customer centred, requiring a high level of practical skills.

### Benefits of coursework from a Centre's perspective

#### Coursework

- allows Centre staff to steer the direction of candidates' learning to enable the specific focus on localised examples
- provides a vehicle for the assessment of practical and/or vocationally-specific skills
- allows Centres to offer a less tightly constrained curriculum
- creates an opportunity for Centre staff to utilise their creative skills in designing a motivating coursework brief that reflects the learning styles of their own candidates and takes account of available resources.

## **Benefits of coursework from a Candidate's point of view**

### Coursework

- allows candidates to take control of their own learning and credits them for initiating tasks and assuming responsibility in managing their own work
- encourages creativity and independent learning
- enhances independent research skills
- develops communication skills
- improves candidates' time management skills
- provides a less formally controlled environment in which to work
- helps prepare candidates for the demands of study within Further or Higher Education
- creates a more realistic vocational setting within which candidates can work
- enables candidates to understand the context of their vocational study within the wider world – i.e. taking their learning beyond the classroom
- allows candidates to be practically engaged – using skills and applying knowledge for a specific purpose
- offers a vehicle through which candidates can express freely a thought or an idea.

Following the coursework route still requires candidates to gain a good understanding of the theoretical concepts covered by the syllabus content for unit 6. A programme of study which addresses the assessment objectives set out by the syllabus should be planned and delivered prior to candidates embarking upon the coursework investigation. It would also be beneficial for specific reference to be made to some of the learning content from unit 5; in particular, the use of marketing research techniques, the 'product' element and the 'promotion' element of the marketing mix.

## Section 2: Outline of the Investigation

Once candidates have gained a real understanding of the provision of visitor services and how marketing and promotion are central to this function within the tourism industry, they are ready to undertake the coursework investigation.

The investigation itself can be broken down into two stages:

- collecting the evidence
- writing the report.

It is a requirement that candidates use a range of investigative techniques within their coursework, using **at least three** primary research methods **and at least two** sources of secondary information to collect evidence of the provision of visitor services within a selected tourist destination. Representation and analysis of this evidence will form the basis of the final written report.

It is important that candidates are fully aware of the differences between primary and secondary research. This forms part of the expected learning within unit 5, so it would be useful for teachers to incorporate the syllabus content for assessment objective 5 (b) (i) into the programme of study for the coursework component. More detail about the suggested methods for collecting evidence of visitor service provision through primary and secondary means can be found within section 4 of this guide.

Candidates must then produce and submit for assessment a written report of their findings. It is important to emphasise that this must be an individual piece of work for each candidate, even if some data collection and collation tasks are conducted through a group work approach.

The syllabus specifies that this report should not exceed 3000 words in length. However, it may be useful to provide the guideline of 2500 to 3000 words, to ensure that candidates submit sufficient evidence to address all of the assessment criteria for the coursework module.

The syllabus also provides an indication of the expected format that the written report should take, namely to include each of the following sections:

- a brief introduction – within this section candidates should clearly identify the chosen destination or visitor service provider upon which the investigation centres. It would be useful to provide some justification for the choice of the focus of the study at this stage, particularly if the destination or provider is not of national or international significance.
- an account of the methods used for the collection of the evidence – this means candidates should describe in detail the data collection techniques employed. Candidates should identify at this stage whether they have worked independently or with other members of the teaching set to collect data. If this task is undertaken as a group work exercise, candidates must explain fully their role within the task and provide a clear justification as to why the group work approach was taken. Candidates should clearly differentiate between the primary

methods used and the secondary sources of information that have been accessed.

- representation of the evidence collected, in the form of graphs, diagrams, etc. - candidates should use this section of their report to present statistical evidence they have gathered as well as any other illustrative forms of data to support their investigation, for example, location maps, photographs etc. Greater detail about the range of skills and techniques candidates could use in this section of their report is given within Section 4 of this guide.
- detailed analysis and interpretation of the evidence – candidates should use this section of their report to demonstrate their understanding of the importance of visitor service provision and customer satisfaction. This section requires the use of higher order learning skills such as inference and evaluation and carries the greatest number of marks within the coursework investigation.
- an evaluation of the investigation – candidates have the opportunity here to demonstrate their understanding of the limitations of their research or the difficulties encountered in interpreting the results.
- a conclusion, summarising the findings of the whole investigation – this should reflect the value of the investigation in terms of what has been learnt from carrying out the coursework. Recommendations should be made as to how visitor service provision in the chosen destination or for the selected organisation could be improved.
- Bibliography, sources and acknowledgements – a list of textbook, journal and other printed source materials that have been used to complete the coursework investigation should be provided. Standard Harvard referencing should be used in presenting this information. (For more detail on this, please see section 4 of this guide.) Internet resources must be accurately cited and example printouts of downloaded information should be included. Please note that it is not appropriate for a candidate to submit an entire document from the Internet in hard copy. Personal contacts who form an important information source through interviews should also be acknowledged.

There is more detailed coverage of each of these sections of the written report in Section 4 of this guide.

### Section 3: Teacher Involvement

One of the main issues in delivering the coursework module remains the role that teachers play in helping candidates produce the written report.

Whilst the syllabus clearly states that the investigation is intended to be the own work of the candidate, there is no expectation that candidates will be left to undertake the coursework without guidance and support from their teachers. Discussion with the whole class and with individuals, as well as one-to-one and whole class supervision, should take place at all stages of the coursework production.

This section aims to clarify exactly what teachers can do to support the production of the coursework evidence, and also to identify actions that teachers clearly should not take.

Teachers are expected to:

- prepare candidates fully to undertake the investigation. This means that teachers should deliver the prescribed subject content specified in the syllabus for Unit 6 through a planned programme of study and should explain carefully what the coursework investigation will entail.
- guide candidates in the choice of topic for individual study. It may be more realistic in some larger Centres for a more prescriptive approach to be taken in selecting the coursework topic. It is expected that all candidates from one Centre work on the same coursework title, but that candidates conduct their own investigation around this title.
- raise candidates' awareness of the exact requirements of the coursework investigation; for example, stipulating the minimum of **three** primary research methods and **two** sources of secondary information.
- consider the assessment criteria with candidates to ensure that they are familiar where marks can be gained; for example using a range of graphical presentation techniques.
- review progress towards meeting the assessment criteria and the deadline for completion of the written report.
- discuss problems encountered and offer possible solutions in completing the investigation.

Teachers should also:

- select the coursework title taking into consideration the level of ability of candidates and the availability of information
- plan an appropriate range of resources for candidates to access, including study visits and secondary data sources
- write a coursework brief before teaching the syllabus content for the module. Teachers can then ensure that relevant information is covered in lessons and can build up a bank of essential resources to support candidates in the completion of their investigations. More information about how to write an assignment brief follows in Section 4.
- organise candidates to undertake group work in the collection and collation of primary data, to reduce the burden on visitor service

providers. It is unwise, for example, to allow a class of 30 students each to arrange to interview the Tourist Information Centre manager. It would be better practice to invite the relevant personnel into the Centre to answer a pre-planned set of interview questions in front of the class

- teach a wide range of appropriate statistical representation techniques to allow candidates to interpret results graphically.

Teachers may also:

- read the work of candidates to monitor progress and offer encouragement to help motivate candidates to complete work to deadline
- suggest alternative strategies candidates may take towards the final outcome
- recommend possible sources of information.

Teachers **must not**:

- provide all of the information for candidates so that candidates do not need to undertake any research themselves
- analyse and interpret the results of the investigation for candidates
- write or correct the report for candidates
- allow candidates to produce a collaborative report with other members of the class
- encourage plagiarism from secondary sources. The issue of plagiarism is covered in more detail within Section 4 of this guide.

The role of the teacher in the assessment process will be covered in detail in Sections 4 and 5 of this guide.

## Section 4: Organising the Coursework

There are four distinct stages to the process through which candidates are able to produce high quality coursework. It is crucial that staff involved in delivering this module are familiar with the demands that these four stages will place upon them in their facilitation role while candidates complete their investigations.

### Stage 1: Designing an appropriate coursework brief and setting the title.

As mentioned previously, the choice of coursework title is very important. When making a decision about offering this coursework module, Centre staff must consider the visitor service provision within their immediate locality. This will enable them to judge how effectively candidates will be able to research and report upon this aspect of the travel and tourism industry. Key issues to consider at this planning stage include the number of visitor service providers, their location in relation to the Centre and their scale of operation. It is important to establish links with key workers from organisations associated with the provision of visitor services, in order to ascertain the viability of visits to the organisation or the willingness of staff to participate in the coursework investigations.

Please bear in mind that the size of the cohort of candidates may influence an organisation's response to your request for a contribution to the primary research for the investigations. Too large a number of individual requests for information may become cumbersome. Try to co-ordinate the requests for information by arranging for a visiting speaker to come to the Centre to answer questions. Candidates will still be able to claim this as a form of primary research, providing they maintain a record of their own personal involvement in asking the questions.

It is important to have a specific title for the investigation. As stated in the syllabus, it is strongly advised that the title should take one of two forms – either:

- **either** a question which the investigation attempts to answer
- **or** a statement which the investigation then goes on to test (a hypothesis).

It is best to keep the title simple, and to focus in on a **local** example of visitor service provision.

**When selecting the title that you set your candidates to work towards, please ensure that candidates can easily access sufficient relevant information sources which support the actual coursework investigation .**

The syllabus provides a range of suggested titles, some of which will be considered here. It is important that you study these suggestions carefully to ensure that your final choice meets the assessment requirements for this module.

### **Suggested Titles**

Question types:

- *To what extent does the marketing and promotion of leisure tourism differ from that of business tourism by providers in your area?*
- *How effective is the marketing and promotion of visitor services by (Named Local Company)?*
- *To what extent has the increased marketing and promotion of visitor services within (Named Local Destination) influenced recent visitor numbers to the destination?*

**Note that questions include a quantifiable element – ‘to what extent’ ‘how effective’ – this enables candidates to undertake statistical research.**

Statement types:

- *Assess customer awareness of the marketing and promotion of tourism products and services at (Named Local Destination).*
- *Analyse the importance of marketing and promotion in the increase in specialised tourism at (Named Local Destination).*
- *Compare and evaluate the roles of the Tourist Board and the Tourist Information Office in marketing visitor services within (Named Local Destination).*

**Note that the use of ‘command verbs’ (assess, analyse, evaluate) directs candidates towards the type of investigation they must carry out, but no direct reference is made to the quantifiable element. Therefore, teachers must use the coursework brief to guide candidates towards the inclusion of quantitative data, as well as the more obvious qualitative data, for these types of investigation.**

Once you have finalised the title, it is important to break down the investigation for candidates into a series of discrete tasks through the coursework brief you give them. An example of how you may do this is included within Appendix 1.

## **Stage 2: Preparation of candidates.**

Candidates will need to be fully briefed of the expectations of the coursework investigation. They need to be clear which organisations are deemed to provide 'visitor services' and which would be inappropriate examples to choose.

Where reference is made to 'the local area', teachers must ensure candidates share an understanding of the area upon which they should focus.

Candidates must be made aware of the sensitive nature of some of the information within this people-focused industry, and should avoid asking inappropriate questions. They must also understand that dealings with 'adults other than teachers' must be carried out politely and appropriately at all times.

Candidates must become familiar with the assessment criteria that they must meet through the coursework investigation. As mentioned previously, one way in which to engage candidates with individual assessment objectives is through a break down of tasks within the coursework brief.

It would be beneficial to run sessions on essential communication skills, independent research skills, statistical representation skills and evidence generation with candidates prior to them carrying out their coursework investigation. Candidates may benefit from keeping a log of intended action and noting any difficulties encountered as they progress through the investigation.

## **Stage 3: Collecting the evidence.**

The type of research that candidates undertake will vary depending on the investigation they are carrying out. However, the syllabus clearly states that all candidates must include a '*range of suitable investigative techniques containing at least **THREE** methods of primary evidence collection and the collection of at least **TWO** sets of secondary information.*'

Candidates must therefore appreciate the difference between primary and secondary research and have a clear understanding of the various techniques available in collecting research evidence, prior to them undertaking the investigation.

### **Primary Evidence**

This is often also referred to as 'field research' as it refers to data collection at first hand, i.e. involving direct communication with targeted respondents. There are many forms that primary research can take, many of which can lead to the collection of large data sets from within a chosen sample.

**Questionnaires and surveys** are one of the most common techniques used to obtain first hand information. An effective questionnaire is designed to combine both qualitative and quantitative results through the use of both open and closed questions. A good questionnaire should comprise between 8 to 12 questions, each of which has been carefully chosen to provide relevant information relating specifically to the investigation.

Choosing respondents within a survey is important; questionnaires should only be completed by those representative of the market. For example, a questionnaire on visitor service provision in a specific destination would best be answered by visitors who have accessed the information services offered at that destination. The number of people to include within a survey is also important; for example, too few respondents may not provide a reliable set of results while too many respondents may produce an overload of data that candidates then find impossible to interpret.

If a survey is chosen as one of the three primary data sources for the investigation, it is important for teaching staff to oversee the design of the questionnaire, in order to ensure its suitability for the purpose of the investigation. One questionnaire can be used with the whole cohort of candidates from the Centre, providing that staff can assure themselves that each candidate has been fairly involved in the actual collection of data, i.e. each candidate plays a part in the survey. For example, it may be decided to survey a total of 100 visitors to the chosen destination so each candidate assumes responsibility for surveying 10 visitors.

Candidates should then be supervised collating the data from the survey in the classroom. One way in which this could be done would be using interactive whiteboard technology, if this is available. The teacher could nominate one candidate to input the data into a computer software programme such as Microsoft Excel or Access whilst other candidates observe. A copy of the database created could then be distributed amongst candidates in order for them to each carry out their own individual interpretation and analysis of the results.

Carrying out a **Personal interview** is often very motivating and provides candidates with detailed and vocationally specific information. This technique is best used with staff employed within the visitor service sector of the travel and tourism industry, and as previously mentioned, may best be carried out as a classroom exercise. This would entail teaching staff liaising with representatives from the travel and tourism industry in advance, outlining the purpose of the investigation and providing sample questions. Candidates would then prepare the series of questions to pose, and would each play an active role in asking questions during the interview. The interviewee should then be asked to sign individual witness statements for each candidate as evidence of this primary research. An example of the type of witness statement that could be used is included in Appendix 2.

**Visual observation surveys** can provide useful statistical information as part of the investigation. These can take many forms, including counting the number of visitors to the Tourist Information Office, carrying out an assessment of the number of visitor service providers in a locality through a land use survey or other environmental assessments. This could also include traffic and pedestrian counts. Staff may wish to seek advice from colleagues in the geography department about the accurate use of these survey techniques as they are used extensively in practical studies of human geography.

**Photographs and sketch diagrams** can be used to supplement the primary research conducted through other means. When taking personal photographs, it is first important to obtain permission from the relevant personnel from any focus organisation or from visitors who may feature in the photograph. This is particularly important for photographs taken in public places which might include children, as there are strict data protection laws prohibiting the photographing of minors in many countries.

If staff are unsure of which primary research techniques to employ for a particular investigation, they may wish to consult a textbook such as the 'A-Z Geography Coursework Handbook' by Skinner, Redfern and Farmer, or 'Tackling Geography Coursework' by Bowen and Pallister, as referenced in the resource list at the end of the syllabus.

## Secondary Evidence

There is an almost overwhelming abundance of sources of secondary research evidence that candidates might access in support of their investigations. The Internet alone can provide a huge array of different information sources.

Common sources include published government statistics: census type information, visitor arrivals and average visitor spend for named destinations, etc. Local, regional and national tourist authorities may provide a wide range of information, including brochures and leaflets, but also reports of tourist surveys that have been conducted in the destination. Libraries offer an extensive collection of secondary information sources, including maps and guidebooks. Candidates should keep abreast of tourism issues and trends reported in the local and national press. It may also be useful to search newspaper archives via the Internet for past articles, relevant to the investigation.

The list of potential sources of secondary information is limitless. However, teachers must ensure that candidates choose secondary or 'desk research' sources carefully to maintain total relevancy to the investigation. Candidates cannot be credited with appropriate research skills if their chosen sources have no bearing on their investigation.

Another issue of concern around the use of secondary information is the issue of plagiarism. Candidates need to be briefed on what is considered an acceptable use of secondary information and what constitutes plagiarism.

According to the Oxford Advanced Learner's Dictionary of Current English (1995), plagiarism is the 'action of taking someone else's ideas or words and using them as if they were one's own.' Candidates are expected to access secondary sources of information and to use skills of assimilation and synthesis to demonstrate their understanding of the ideas and theories of others. There has to be evidence that they have **'processed'** the information.

Candidates must be taught to provide detailed references for any information sources they use within their investigation, whether they come from the Internet or from other printed sources. The standard Harvard referencing model should be adopted for textbook and journal sources. Full URL's should be provided for documents taken from the Internet. Candidates should also make it clear exactly from where passages have been taken, if they are quoted directly.

All of these details should be included in the bibliography and resource list included at the end of the investigation.

#### Stage 4: Producing the report.

The syllabus provides a 9-point list of the format that the candidate's final report should take. Every report should comprise the following:

- i) **A title page.** This should include the Centre name and number, the candidate's name and number as well as the title of the investigation.
- ii) **List of contents.** This will include page numbers for each section of the report. There should also be a list of illustrative materials (tables, graphs, photos, sketches, etc.) within the report and any appendices used. Page numbering helps the assessor, the internal moderator and the external moderator cross reference evidence within their assessment documentation. Assessors should refuse to accept any coursework investigation submitted for assessment, until page numbering and an accurate list of contents is produced.
- iii) **Introduction.** This provides the reader with a brief synopsis of the investigation as well as providing background information about the destination under investigation and a justification for the choice of this area. The introduction will also outline the basic plan of action that the investigation will follow. The introduction will help the assessor, internal moderator and external moderator identify how each candidate's approach to the investigation differs from other candidates' approaches in the same class.
- iv) **Statement of the hypothesis and a list of the main aims.** The purpose of the investigation should be made apparent within this section, and candidates should identify specific aims linked to each of the five research sources they have chosen. Specific reference should also be made here to the quantifiable element of their research – i.e. *'to survey 30 visitors and to interview representatives from three visitor service organisations'*.
- v) **Methods for the collection of evidence.** Candidates should clearly state their approach to the data collection aspect of their investigation. They should specify which elements will be tackled independently and which, if any, form part of a group work approach, with a full justification for taking this approach. Candidates should then monitor their progress through the data collection process, outlining the limitations of the methods chosen and any difficulties that were encountered during the collection of the data, i.e. validity and relevance of Internet web pages, author bias of written reports, reliability of personal interviews and questionnaire responses. Candidates should also use this section to provide details of how collaborative data was shared and collated upon collection.

vi) **Representation of data.** As previously mentioned, candidates are expected to use a wide range of techniques to present the data they have collected in their investigations. This is much more than simply including copies of the completed questionnaires as an appendix and making vague references to the 'majority of people surveyed'. Candidates must be able to apply a range of different skills and techniques in the presentation of data, including:

- Tables, diagrams, sketches and photos, frequency tables, tally charts, location and land-use maps etc.
- Graphical representation: vertical and horizontal bar charts and line graphs, pie charts, pictograms, histograms, Venn diagrams, frequency polygons, scattergraphs, radial charts, dispersion graphs, cumulative frequency graphs (ogives), etc. All graphs and charts should be clearly and appropriately labeled using standard conventions.
- Statistical methods: mean, median, mode, range, etc.

Candidates will gain credit for choosing a range of presentation techniques appropriate to the data they have collected. The syllabus clearly states that computer technology can be used to represent evidence, but that candidates can equally gain maximum marks in this section if they use hand drawn graphs. The main focus of the assessment in this section is the demonstration of skill in using representation techniques accurately and appropriately.

vii) **Analysis and interpretation of the data.** As previously mentioned, this section of the report carries the highest number of marks as it reflects the most complex demands made on candidates by the coursework investigation. Analysis, interpretation, evaluation and conclusion are the highest level of learning skill that candidates can demonstrate. This allows an assessor, internal moderator or external moderator to assess how well a candidate understands the purpose of the investigation and to what extent they can manipulate and utilise data to prove or disprove their original hypothesis. Reference should be made to all graphs, charts, etc. in justification of their inclusion and the contribution they make to the overall investigation.

viii) **Evaluation and conclusion.** This provides further evidence of the candidate's ability to make use of the results they have obtained from their investigation. Here, the candidate is expected to comment upon what has been learned from the investigation, as well as discussing how successful the investigation has been when judged against its original aims and intentions. Better candidates will be able to make specific recommendations for further investigations or for the improvement of visitor service provision in the destination, as a direct result of their findings.

ix) **Bibliography, sources and acknowledgements.** As mentioned in the section on collecting evidence, candidates must provide a full bibliography of printed sources of information used in compiling the report, using the standard Harvard referencing model. An example of this is:

(Author's surname, initial:)

(Full title, including edition.)



Rowe, A, Smith J D and Borein, F: Cambridge Career Award in Travel and Tourism: Standard Level. (2002) Cambridge University Press. Cambridge.



(Date of publication)

(Place of publication)

(Publisher)

An example of an Internet web address is as follows:

[http://www.australia.com/things\\_to\\_do/Art\\_and\\_culture/Dance\\_and\\_music/](http://www.australia.com/things_to_do/Art_and_culture/Dance_and_music/)

## Section 5: Assessment and Moderation

Section 5 of the syllabus is dedicated to the moderation process. However, as assessment of this coursework module remains the responsibility of Centre staff, it is important that staff responsible for delivering the module fully understand the entire process of assessment, including the internal and external moderation processes, all of which will be covered in this section.

### Assessment

**All assessment decisions must be made objectively against only the listed criteria. Assessors must consciously steer away from any element of subjectivity, based on their knowledge of the candidate and their expectation of how well the candidate should perform.**

The summary table of marks and assessment criteria from the syllabus provides a useful starting point in understanding the assessment process.

Marking Criteria		Assessment Objectives	Criteria	Levels	Total Marks
Knowledge with understanding		1A -1C	3	3	9
Investigative skills and representation of evidence	A. Observation and collection of evidence	2A.1 - 2A.3	3	3	9
	B. Organisation and Representation of Results	2B.1- 2B3	3	3	9
Analysis and interpretation of evidence.		3A - 3G	7	3	21
Evaluation and conclusions.		4A - 4D	4	3	12
<b>Total</b>					<b>60</b>

This table denotes that there are four main strands against which candidates are assessed. Within each of these strands, candidates can perform at three levels towards meeting a differing number of specific assessment criteria.

Assessors are then provided with a detailed breakdown of each strand, so that the coursework evidence that each candidate produces is judged against the specific criteria at each level.

The next section will look at each assessment strand in turn, with examples of how the criteria should be applied to the evidence presented. The number of marks available for each criterion is shown in brackets within the table. There is also an example of how the Individual Record Card should be completed to record the assessment decisions made.

(The relevant section of the Record Card has been extracted for this purpose. Please refer to the whole document in the syllabus to see the section in its full context).

**ASSESSMENT STRAND 1. KNOWLEDGE WITH UNDERSTANDING: 9 marks**

Assessment Objective	Criteria	Level One	Level Two	Level Three
1A	<b>General application of knowledge with understanding</b>	Very limited throughout the investigation.  (1)	Some basic knowledge and understanding is evident at several stages of the investigation.  (2)	Sound basic knowledge and understanding is evident throughout the investigation.  (3)
1B	<b>Connection between key ideas of the course and the aims of the investigation</b>	Very few, if any, links between the purpose of the investigation and key ideas of the course.  (1)	Some links between the purpose of the investigation and key ideas of the course.  (2)	Clear, well-developed links between the purpose of the investigation and key ideas of the course.  (3)
1C	<b>Use of appropriate terminology and understanding of concepts and principles</b>	Poor use of terminology, which is sometimes inappropriate.  Limited understanding of relevant concepts and principles.  (1)	Wider use of terminology, with more accuracy.  Most relevant concepts and principles understood.  (2)	Full explanation and good, accurate use of terminology.  Full understanding of relevant concepts and principles.  (3)

Assessment Objective 1A relates to how well the candidate is able to demonstrate their overall understanding of the key learning objectives for the module through their investigation. The key learning objectives for the module focus on visitor service provision and marketing and promotion of these services in a specified tourist destination.

Carefully consider the coursework evidence in light of the descriptions within the table. Award marks as specified in the table; for example, if the investigation shows an understanding of these objectives consistently, the maximum 3 marks should be awarded and entered on the record card against the Assessment Objective (AO) 1A.

Assessment Objective 1B builds on the previous objective, in allowing candidates to demonstrate how well they understand the connection between the vocational learning for the module and the investigation they have undertaken. If the evidence presented shows some links but these are not particularly well developed, 2 marks should be awarded and entered on the record card against AO 1B.

Assessment Objective 1C considers how effectively the candidate can use appropriate vocational terminology to demonstrate their understanding of the principles and concepts of marketing and promoting visitor services. Where the evidence shows limited understanding and poor use of vocational terminology, a mark of 1 should be awarded and entered on the record card.

In this example, the candidate scored a total of 6 out of a possible 9 marks for this assessment strand.

#### Individual Record Card Extract for Strand 1: Knowledge with understanding

Knowledge with understanding			
Mark	Max	AO	
(3)	3	1A	General application of knowledge with understanding
(2)	3	1B	Connection between key ideas of the course and the aims of the investigation
(1)	3	1C	Use of appropriate terminology and understanding of concepts and principles



Centre assessments for this strand are recorded here.

**ASSESSMENT STRAND 2A. INVESTIGATIVE SKILLS – OBSERVATION AND COLLECTION OF EVIDENCE: 9 marks**

Assessment Objective	Criteria	Level One	Level Two	Level Three
2A.1	<b>Collection of evidence from both primary and secondary sources under guidance or independently</b>	<p>Limited range of evidence collected, either from mainly primary, or mainly secondary sources. Considerable guidance needed throughout, and work is limited to the obvious area of enquiry.</p> <p>Independent enquiry very weak.</p> <p>Little initiative shown.</p> <p>(1)</p>	<p>Wider range of evidence collected but still mainly from either primary or secondary sources. Guidance needed but some attempt made to extend the investigation beyond the obvious area of enquiry.</p> <p>Independent enquiry better developed but has limited relevance to the original work done.</p> <p>Some initiative is shown.</p> <p>(2)</p>	<p>Wide range of evidence with a good balance between primary and secondary sources.</p> <p>Little guidance needed and problems encountered solved independently. Good attempt to extend the investigation beyond the obvious area of enquiry.</p> <p>Independent enquiry is well done and compliments the original work.</p> <p>A high level of initiative is shown</p> <p>(3)</p>
2A.2	<b>Awareness of limitations of methods used to collect evidence</b>	<p>Limited awareness of the limitations of methods used.</p> <p>(1)</p>	<p>Some awareness of the limitations of the methods used.</p> <p>(2)</p>	<p>A sound awareness of the limitations of the methods used.</p> <p>3)</p>
2A.3	<b>Evidence recorded, classified and organised</b>	<p>A poor, limited attempt is made.</p> <p>Rough work is disorganised or incomplete.</p> <p>(1)</p>	<p>Some attempt is made but there are some omissions.</p> <p>Rough work is partially organised but still incomplete.</p> <p>(2)</p>	<p>Well-organised in a clear, coherent form. Accurate observations and records.</p> <p>Rough work is organised and complete.</p> <p>(3)</p>

Assessment Objective 2A.1 is multi-faceted. Candidates are required to use both primary and secondary research sources. However, not all candidates are able to meet these exact requirements and the assessor must judge whether the research evidence is predominantly primary or secondary in nature. If candidates have been able to work with little guidance from the teacher to obtain research evidence, this automatically brings the level of performance beyond Level 1. In this instance, a candidate should be awarded 2 marks and these marks should be entered on the record card in the same way as for assessment strand 1.

Assessment Objective 2A.2 examines how aware a candidate is of the limitations of their research. If a candidate shows no awareness of this issue at all, it is possible to award a score of 0, as the candidate is operating below Level 1. This mark is transferred to the record card in the same way as assessment strand 1.

Assessment Objective 2A.3 assesses the way in which the candidate organises the data collection aspect of the investigation and the presentation of rough work. If the candidate makes some attempt to organise the evidence and includes some rough work, a mark of 2 should be awarded and recorded.

**Individual Record Card Extract for Strand 2A: Investigative Skills – Observation and collection of evidence**

<b>Investigative Skills – Observation and Collection of Evidence</b>			
<b>Mark</b>	<b>Max</b>	<b>AO</b>	
2	3	<b>2A.1</b>	Collection of evidence from both primary and secondary sources under guidance or independently
0	3	<b>2A.2</b>	Awareness of limitations of methods used to collect evidence
2	3	<b>2A.3</b>	Evidence recorded, classified and organised

**ASSESSMENT STRAND 2B. REPRESENTATION OF EVIDENCE – ORGANISATION AND REPRESENTATION OF RESULTS – 9 marks**

Assessment Objective	Criteria	Level One	Level Two	Level Three
2B.1	<b>Evidence displayed accurately and using appropriate skills and techniques</b>	Some inconsistencies in the accuracy of the evidence displayed.  At least one skill or technique is inappropriate.  (1)	Most of the evidence collected is accurately displayed.  All skills and techniques used are appropriate.  (2)	All of the evidence collected is accurately displayed.  All skills and techniques used are appropriate and some awareness of the validity or reliability of at least one of them is shown.  (3)
2B.2	<b>Data displayed effectively, with a degree of neatness and good annotation</b>	Some of the evidence collected is displayed effectively and neatly.  Limited labelling of graphs and diagrams.  (1)	Most of the evidence collected is displayed effectively and neatly.  Most of graphs and diagrams have titles, keys, scale etc.  (2)	All of the evidence is displayed effectively and neatly.  All of the graphs and diagrams have titles, keys, scale etc.  (3)
2B.3	<b>Use of different skills and techniques</b>	Only a limited range of skills and techniques is used.  (1)	A wide range of skills and techniques is used.  (2)	A comprehensive range of skills and techniques is used.  (3)

Assessment Objective 2B.1 looks at the presentation skills and techniques adopted by the candidate. The syllabus requires that candidates use a range of graphical and non-graphical techniques appropriate to the data they have collected. This particular AO credits candidates for selecting the most appropriate means of presenting the data obtained. If a candidate selects an inappropriate method of representation, a score of 1 mark will be recorded.

Assessment Objective 2B.2 credits candidates for the neatness of their presentation of results and the use of standard conventions in labelling illustrative representations of data. If the work is neat and correctly labelled, the maximum 3 marks will be scored.

Assessment Objective 2B.3 assesses the range of techniques employed by candidates. A candidate who uses only bar charts, pie charts and tally charts will not score as highly as, for example, a candidate, who uses appropriate pictograms, frequency polygons and land use maps, providing these have been used in the correct context. If the range of representation techniques used is broad but is not comprehensive, then 2 marks will be awarded.

**Individual Record Card Extract for Strand 2B: Representation of Evidence  
Organisation and representation of results**

<b>Representation of Evidence – Organisation and Representation of Results</b>			
<b>Mark</b>	<b>Max</b>	<b>AO</b>	
1	3	2B.1	Evidence displayed accurately and using appropriate skills and techniques
3	3	2B.2	Data displayed effectively, with a degree of neatness and good annotation
2	3	2B.3	Use of different skills and techniques

**ASSESSMENT STRAND 3. ANALYSIS AND INTERPRETATION OF EVIDENCE: 21 marks.**

<b>Assessment Objective</b>	<b>Criteria</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
3A	<b>Application of Knowledge</b>	Most of the evidence is analysed and interpreted using general terms rather than appropriate terminology.  (1)	Most of the evidence is analysed and interpreted using appropriate terms and concepts.  (2)	Clear analysis and interpretation of relationships and concepts using appropriate terminology. Relates evidence to the context of the course.  (3)
3B	<b>General communication skills</b>	Limited communication of ideas.  Opinions given which are not related to the evidence collected.  (1)	Better communication of ideas.  Opinions given are partly related to the evidence collected.  (2)	Thorough communication of ideas.  Opinions given are closely related to the evidence collected.  (3)
3C	<b>Organisation of the analysis and interpretation</b>	Incomplete account, which lacks a logical, organised structure.  Limited analysis and interpretation, with reference to only some of the evidence.	Fuller account with a more logical structure.  Some attempt is made at organisation and most of the evidence is	Complete account with a sound, organised, logical structure.  A thorough, well-organised, section of work including analysis and interpretation of all

Assessment Objective	Criteria	Level One	Level Two	Level Three
		(1)	(2)	(3)
<b>3D</b>	<b>Level and extent of analysis</b>	Comments about the evidence collected and represented are mainly descriptive and simply stated.  (1)	Some attempts are made to recognise patterns and develop some explanations.  (2)	Thorough analysis with reasoned explanations and valid comments.  (3)
<b>3E</b>	<b>Interpreting the evidence by presenting reasoned explanations for patterns and relationships shown in the analysis</b>	Very little effort to explain the data or to try to find any links or relationships.  Very few, if any inferences are drawn.  (1)	Some effort to justify the findings and some attempts to find reasons for the evidence obtained.  Some inferences are drawn.  (2)	A good effort is made to present sound, reasoned explanations for the evidence obtained.  Several inferences are made.  (3)
<b>3F</b>	<b>Awareness of the limitations of the evidence collected</b>	Very little, if any, awareness of the limitations of the evidence collected.  (1)	Some awareness of the strengths and limitations of the evidence but no suggestions as to how these difficulties could be overcome.  (2)	Weaknesses and strengths in the evidence collected are recognised and suggestions are made as to how these could be overcome.  (3)
<b>3G</b>	<b>Originality and individual opinion</b>	Little, if any, is shown.  (1)	Some is shown.  (2)	Several original ideas and opinions are included.  (3)

This assessment strand provides the greatest number of marks, and reflects the increased level of demand made on candidates. This signals the complexity of this area of study. There are 7 assessment objectives within this strand.

Assessment Objective 3A requires assessors to consider the general level of application of knowledge that candidates demonstrate in their analysis of their investigation. This goes beyond a simple demonstration of the basic principles of marketing within the context of the investigation, and better candidates will make clear connections between

the interpretation of the evidence collected and the general context of their learning within this module. In this instance, the maximum 3 marks would be awarded.

Assessment Objective 3B allows assessors to credit the level at which candidates are able to express their ideas and convey their opinions. If a candidate uses ideas, which partly reflect the nature of the investigation, 2 marks would be awarded.

Assessment Objective 3C assesses the way in which candidates structure the analysis of their evidence. If there is no logical sequence, or the report is incomplete against the data presented, a candidate would score either 0 or 1 mark.

Assessment Objective 3D builds on this assessment, by examining the level of analysis displayed by the candidate. A mainly descriptive response would score 1 mark, whereas a report comprising mainly reasoned explanations and detailed analysis would score the maximum 3 marks.

Assessment Objective 3E assesses one of the most complex skills expected of candidates within this coursework module, namely the ability to use justification and inference in data interpretation and analysis. Where some effort is made by the candidate in this respect, a score of 2 marks would be justified.

There is some overlap between Assessment Objective 3F and 2A.2, which both examine the candidate's awareness of the limitations of the evidence they have collected via this investigation. The difference in emphasis here is that candidates should analyse not only the limitations of the data collection methods as in AO 2A.2 but also should be able to make suggestions for overcoming the limitations encountered. Where a candidate analyses the strengths and weaknesses of the evidence collected and makes realistic suggestions of how the weaknesses could have been overcome, a mark of 3 should be recorded.

Assessment Objective 3G is perhaps the most subjective of the criteria, as it asks assessors to make value judgements about the extent of originality demonstrated by the candidate through the written report. There will be an element of subjectivity in this assessment, given the fact that the assessor will be familiar with the hypothesis and with the expected and actual responses made by the whole cohort of candidates. A candidate who is unable to make any original comment within the report would score only 1 mark in this section.

**Individual Record Card Extract for Strand 3: Analysis and Interpretation of Evidence – 21 marks**

<b>Analysis and Interpretation of Evidence</b>			
<b>Mark</b>	<b>Max</b>	<b>AO</b>	
3	3	3A	Application of knowledge
2	3	3B	General communication skills
0	3	3C	Organisation of the analysis and interpretation
1	3	3D	Level and extent of analysis
2	3	3E	Interpreting evidence by presenting reasoned explanations for patterns and relationships shown in the analysis
3	3	3F	Awareness of the limitations of the evidence collected
1	3	3G	Originality and individual opinion

**ASSESSMENT STRAND 4. EVALUATION AND CONCLUSIONS: 12 marks**

<b>Assessment Objective</b>	<b>Criteria</b>	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
<b>4A</b>	<b>Evaluation of the investigation as a whole</b>	<p>Little or no evaluation of the project as a whole.</p> <p>One or two limitations of the investigation mentioned but not assessed.</p> <p>(1)</p>	<p>Some evaluation of the coursework is included.</p> <p>Several limitations mentioned and only superficially assessed.</p> <p>(2)</p>	<p>A sound evaluation of the coursework is included.</p> <p>Several limitations mentioned and competently assessed.</p> <p>(3)</p>
<b>4B</b>	<b>Suggestions and recommendations for improvement or future work</b>	<p>Very few, if any, of these are included.</p> <p>(1)</p>	<p>Some of these are included which are generalised and basic.</p> <p>(2)</p>	<p>A wide selection of these is included, which indicate detailed thought about the investigation.</p> <p>(3)</p>

<b>4C</b>	<b>Draw valid conclusions by reasoned consideration of evidence</b>	Conclusion lacks depth and is written in general terms.  Little, if any consideration of the evidence is used to support the conclusions.  (1)	Conclusion is more detailed but still rather tentative.  A basic attempt is made to use the evidence as a basis of the conclusion.  (2)	A very good, reasoned and justified conclusion drawing together all the threads of the investigation.  A good attempt is made to use the evidence to draw a conclusion  (3)
<b>4D</b>	<b>Reference to original aims of the investigation in the conclusion</b>	Little or no connection to the aims or title in the conclusion.  (1)	Attempts to relate to the aims and/or title in the conclusion.  (2)	Direct references to the aims in the reaching conclusions.  (3)

Assessment Strand 4 looks at the candidate's ability to use evaluative skills and to draw reasoned conclusions about their investigation.

Assessment Objective 4A requires candidates to make an overall assessment of the success of the coursework investigation. Where some evaluative comments are made, a candidate would be awarded 2 marks.

Where a candidate is able to make realistic suggestions about how the investigation could have been improved, Assessment Objective 4B allows them to score 3 marks, if these are wide-ranging and demonstrate a degree of consideration on the part of the candidate.

If the conclusion is written in vague and generalised terms only and does not relate specifically to the evidence in the report, a candidate would score 1 mark for Assessment Objective 4C.

Assessment Objective 4D requires candidates to reflect back on the original aims of the investigation and to assess how successfully the final outcome is in achieving these aims. Where an assessor finds evidence of this having been attempted, 2 marks can be awarded.

## Individual Record Card Extract for Strand 4: Evaluation and Conclusions

<b>Analysis and Interpretation of Evidence</b>			
<b>Mark</b>	<b>Max</b>	<b>AO</b>	
2	3	<b>4A</b>	Evaluation of the investigation as a whole
3	3	<b>4B</b>	Suggestions and recommendations for improvement of future work
1	3	<b>4C</b>	Draw valid conclusions by reasoned consideration of evidence
2	3	<b>4D</b>	Reference to original aims of the investigation in the conclusion

An assessor must always carefully consider the evidence in light of the assessment objectives. It is important to become familiar with the assessment documentation in its entirety and that all sections of the Individual Candidate Record Card are completed, to provide full details of the Centre and Candidate.

A Coursework Assessment Summary Form should also be completed to accompany the documentation for the coursework module; this provides the assessment record for a complete cohort of candidates from one Centre. It also provides information about the internally moderated marks for this component.

## **Internal Moderation**

The member of staff responsible for delivering the coursework module to a particular group of candidates will become the assessor of those pieces of coursework and will take responsibility for the initial assessment decisions described in the previous section of this guide.

Where more than one member of staff is involved in the delivery or assessment process, it is important that the Centre makes provision for all candidates to be assessed to a common standard. This is achieved through the process of internal moderation.

Staff should hold a standardisation meeting, whereby several pieces of coursework from across several teaching groups are photocopied and distributed, concealing the identity of the candidate. Each assessor marks these pieces of work independently prior to the meeting, applying the assessment criteria objectively from the syllabus.

The meeting is designed to compare the assessment decisions of all those involved and to discuss differences and discrepancies in the marks awarded, strand by strand. A consensus of opinion must be sought to agree a final score for each piece of coursework.

Upon completion of the standardisation meeting, staff then resume responsibility for assessing the coursework and recording the assessment decisions for their own classes of candidates.

Once all coursework investigations have been assessed, a sample of work should be internally moderated - sometimes known as 'cross-marked' - by another member of staff involved in the delivery of the course. The sample should be approximately 20% of the whole cohort. The moderated marks must be recorded on the Coursework Assessment Summary Form. Where differences in marks fall significantly outside tolerance (i.e. more than +/-2 for each piece of coursework), a greater sample of assessment decisions should be internally moderated and further discussions should occur between assessors/moderators to agree a final score for these pieces of work.

In a Centre where only one member of staff is involved in the delivery and assessment of this coursework module, a line manager should assume responsibility for the internal moderation process, including the standardisation element.

## **External Moderation**

CIE moderators will scrutinise candidates' coursework investigations and the assessment and moderation processes adopted by Centres. Where a Centre has an entry of 10 or fewer candidates for this coursework module, every piece of coursework must be submitted to CIE together with the completed Individual Assessment Record Cards and the relevant Coursework Assessment Summary Form/s.

In instances where the cohort of entries is greater than 10, a representative sample of work must be submitted to CIE, in accordance with the numbers stated in the CIE Handbook for Centres. This sample should represent the spread of marks across the entire ability range for the cohort, to include the top scoring piece of coursework, some middle range marks and the lowest scoring investigation. The sample should include a

balance of work from candidates across all teaching sets and different assessors. This work will have been assessed and internally moderated in accordance with the above descriptions. The completed Individual Assessment Record Cards and the relevant Coursework Assessment Summary Form/s for all candidates must accompany the submitted coursework sample.

It might be necessary for CIE moderators to call for a further sample of work, beyond the original submission. Full details of this further sample would be addressed to the named Examinations Officer at the Centre.

Centres are asked to retain copies of all Record Cards and Summary Forms until the publication of results.

## Appendix 1

### Exemplar Coursework Brief – OL Travel and Tourism

Taking one of the suggested coursework titles from the guide on page 8, this aims to show how a coursework brief can be designed and issued to candidates to help them produce coursework which addresses the assessment criteria for this module successfully.

#### Coursework Title

'To what extent has the increased marketing and promotion of visitor services within (Named Local Destination) influenced recent visitor numbers to the destination?'

#### Coursework Brief

You work as Marketing Assistant for the local Tourism Information Authority (name this organisation and the country/destination in which this is located). You have gained good knowledge and understanding of the operation and provision of visitor services in your area. Your manager has asked you to investigate the current provision of visitor services and to analyse the impact that existing marketing and promotion of these services has on visitor numbers to the destination. You must present your findings in report format. The results of your investigation will be used to encourage increased promotion and marketing of visitor service provision in order to improve visitor numbers to the area.

#### Tasks

1. Identify at least **three** forms of primary research you could undertake to support this investigation. Make the necessary arrangements to carry these out.
2. Suggest at least **two** sources of secondary information you could access for the purpose of this investigation. Give reasons for your choice and explain how these will be used.
3. Collect the necessary evidence upon which to base your investigation.
4. Prepare the content of your report. Include information about:
  - the operation and function of the Tourist Board in promoting visitor services
  - the range of products and services available in the area
  - how and why marketing research is used in the travel and tourism industry in the area
  - which promotional methods have been successfully employed in the area
  - visitor services for leisure visitors

- visitor services for business visitors

5. Format your report. Include the following sections:

1. Title page
2. List of contents
3. Introduction
4. Statement of hypothesis and outline of the aims
5. Methods used in the collection of the evidence
6. Representation of the data
7. Analysis and interpretation of data
8. Evaluation and conclusion
9. Bibliography, sources and appendices.

## Appendix 2

### Example of a Witness Statement - OL Travel and Tourism

The following is an example of a Witness Statement which could be used to support the primary research undertaken by individual candidates through the use of personal interviews.

#### Witness Statement

(Candidate Name) **conducted an interview with** ( Name of industry representative and position in company) **from** (name of organisation) **as part of the coursework investigation entitled** (title of the coursework).

**The interview took place on** (date) **at** (location). **A copy of the questions used in the interview is attached. The interview was observed by** (name of teacher).

**Signed:** (Teacher) **Date:**

**Signed:** (Interviewee) **Date:**