



GCE EXAMINERS' REPORTS

**GCE
TRAVEL AND TOURISM.
AS/Advanced**

SUMMER 2017

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TRAVEL AND TOURISM

General Certificate of Education

Summer 2017

Advanced Subsidiary/Advanced

UNIT 1 – INTRODUCING TRAVEL AND TOURISM

INTRODUCTION:

As in previous years, the centres who taught a range of detailed case studies and clarified common command words, generally, gained the higher marks

1. (a) This question was well answered by the majority of candidates who made good use of the resource. However, a minority of candidates only focused on only one month which restricted the marks awarded.
- (b) (i)(ii) This question was well answered by the great majority of candidates.
- (iii) The majority of candidates gained three or four marks as they provided detailed answers. However, few candidates gained five or six marks as explanations lacked clear knowledge and understanding.
2. (a) This question was well answered by the great majority of candidates who showed a good understanding and knowledge of how modern technologies might be used in the travel and tourism industry.
- (b) Many candidates only gained two or three marks as they discussed advantages to customers rather than tourism organisations. The candidates who focused on tourism organisations often scored goods marks.
3. (a) This question was well answered by the great majority of candidates.
- (b) The majority of candidates identified two socio-economic impacts and gained three or four marks. Very few candidates achieved five or six marks. As in previous years a minority of candidates were unsure of the term 'socio-economic'.
- (c) Although the great majority of candidates described two or three positive economic impacts many failed to develop their answers or provide sufficient assessment as required for the higher marks.
- (d) The majority of candidates showed good knowledge and understanding of their chosen long haul destination. However, a significant minority provided generic answers which restricted the marks to Level 1. Evaluations were often quite basic.

4.
 - (a) Although this question was well answered by the majority of candidates others failed to show a clear understanding of the term 'all inclusive'.
 - (b) The majority of candidates identified one or two reasons for the popularity of package holidays but explanations lacked development and weak knowledge and understanding.
 - (c) The quality of response was similar to (b). Many candidates demonstrated some knowledge but lacked the ability to give full answers – an examination technique worth exploring.

5.
 - (a) Candidates produced some very good answers as they had a good knowledge and understanding of political and economic external pressures. As a result many gained Level 2 marks. A minority of candidates included environmental external pressures.
 - (b) Candidates scored less well on this question as they often only provided one negative economic impact and assessments were weak.

General recommendations:

- A.** The candidates should have a sound knowledge and understanding of a range of case studies – UK, long haul, short haul, coastal, countryside and urban. It is important that the candidates can name key features such as major attractions, transport facilities, accommodation and events. Generic answers only achieve Level 1 marks.
- B.** The candidates need to be aware of the positive and negative impacts of tourism on a range of case studies.
- C.** Good examination techniques are worth centres as a good number of candidates fail to read questions carefully and exemplify their answers. As very few candidates provide clear assessments/evaluations centres might consider focusing on providing good examples of answers with these command words.

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UNIT 2: TOURISM DESTINATIONS

Assessment Objective 1

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

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

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

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

Assessment Objective 2

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

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

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

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

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

Assessment Objective 3

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

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

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

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

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

Assessment Objective 4

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

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

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

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

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UNIT 3:

General:

The paper did not throw up any major concerns. Very small entry (53 in total) and a range of levels of response.

Specific:

1. Generally ok however 1c was mixed with some learners identifying a range of methods without saying "how". Some said how research was used but did not identify methods. More able learners did both.
2. (b) was poorly answered. Few were able to link mission statements to marketing objectives.
3. (b) For 3b, some suggested TV, radio and posters. These are all advertising so were not able to move out of MB1.
4. Generally ok however some repetition of responses from 3b seen. Confusing techniques with materials.
5. A range of levels. Less able did not fully relate to the chosen organisation for 5a. 5c was poorly answered with many repeating responses from 5b without saying what the benefits (e.g. increased income, enhanced reputation etc).

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UNIT4: WORKING WITH CUSTOMERS IN TRAVEL AND TOURISM

Assessment Objective 1

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

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

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

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

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

Assessment Objective 2

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

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

Assessment Objective 3

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

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

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

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

Assessment Objective 4

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

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

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

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UNIT 5: TOURISM IMPACTS AND TOURISM DEVELOPMENTS

INTRODUCTION:

It was noticeable that many answers lacked the necessary detail and exemplification required for Level 2 and above. Centres might consider focusing on detailed case studies as this can help to motivate candidates and assist them in applying their knowledge and understanding.

1. (a) The majority of candidates gained Level 2 marks as they made good use of the resource and provided detailed answers.
- (b) (i) This question was well answered by the great majority of candidates.
(ii) The majority of candidates identified likely objectives but many were unable to provide the required detail for upper Level 2 marks. A minority of candidates confused public and private sector organisations.
- (c) This question proved difficult for many candidates as they failed to understand the question or had insufficient knowledge and understanding of possible consequences.
- (d) Many candidates provided detailed answers and gained Level 2 marks. Some Level 3 answers showed clear knowledge and understanding and were often exemplified – examples of jobs likely to be created and which organisation types were likely to benefit.

2.
 - (a) Candidates are required to study a case study from the LEDW. It was therefore disappointing to see many generic answers which showed little knowledge of the chosen destination. As a result many candidates only gained Level 1 or lower Level 2 marks.
 - (b) The majority of candidates identified appropriate socio-cultural impacts but very few were able to develop their discussions for upper Level 2 and Level 3 marks.
 - (c) Many candidates identified environmental external pressures but few were able to develop their answers to include economic and political examples.
 - (d) The majority of candidates only gained Level 1 or lower Level 2 marks as they focused on sustainable tourism practices rather than objectives. Many responses were examples of the question being misinterpreted/misread.
3.
 - (a) This question was well answered by the majority of candidates, gaining Level 2/Level 3 marks.
 - (b) Weaker candidates were able to identify a number of negative environmental impacts but failed to apply them to coastal, countryside and urban destinations. Some excellent Level 3 answers showed a good knowledge and understanding within detailed discussions.
 - (c) The majority of candidates identified methods used by tourism destinations to reduce negative environmental impacts. However, many answers lacked the necessary assessment required for Level 2/3 marks.

General recommendations:

- A. The candidates need to be aware of the positive **and** negative impacts of tourism development on a range of tourism destinations.
- B. A range of detailed case studies must be studied for this unit. The <https://hwb.wales.gov.uk/> website, eBook and INSET documents are excellent resources. It is evident that candidates who have studied a range of detailed case studies achieve the higher marks – this is particularly important when questions required named examples of attractions, accommodation, transport facilities, etc.
- C. **Examination techniques/strategies:** Good examination techniques and strategies are worth centres exploring. A lot is expected in this A2 examination and time management is an area worth exploring with the candidates.
The candidates are **not** required to answer **the questions in order** and selecting questions that will gain the candidates maximum marks could benefit some candidates.
- D. A good number of candidates failed to exemplify and develop their answers sufficiently for upper Level 2 and 3 marks. Candidates also seem to need more practice and guidance on how to assess/evaluate.

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UNIT 6: TRENDS AND ISSUES IN TRAVEL AND TOURSIM

Assessment Objective 1

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

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

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

Assessment Objective 2

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

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

Assessment Objective 3

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

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

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

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

Assessment Objective 4

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

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

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

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

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UNIT 7: MANAGING TRAVEL AND TOURISM ORGANISATIONS

General Comments

Although the entry for this unit was small, it was evident that the majority of candidates had been well prepared for the examination and most candidates demonstrated a reasonable knowledge and understanding of many of the key concepts contained within the specification. Some answers were well-structured and there was a reasonable level of written communication. Most candidates were able to apply appropriate case study knowledge to their answers. However, relatively few candidates produced responses which were consistently in the higher end of the mark range and insightful, fully-developed answers were rare.

1.
 - (a) It was evident that most candidates had a clear understanding of customer service quality standards. However, by no means all were able to describe a sufficiently wide range to gain access to the higher mark range.
 - (b) Most candidates were able to identify a suitable travel and tourism organisation and were able to identify the quality standards used by the organisation. Less candidates were able to consider in any detail how these standards were monitored by the organisation.
 - (c) Weaker candidates were somewhat confused by sections b and c of the question and some realised that they had already answered section c in section b. For these candidates, there was considerable confusion between the monitoring of customer service quality standards and the procedures employed for monitoring the standards.
2.
 - (a) Most candidates were not confident of their knowledge and understanding of complaints procedures and policies relating to internal staff. Many produced relatively weak answers. This meant that very few candidates were in a position to describe and evaluate relevant policies and procedures in any detail.
 - (b) Many candidates were not totally clear in their understanding of various types and levels of complaints which might be made by external customers. Relatively few candidates were able to demonstrate a detailed understanding of the procedures within their named organisation. Thus, any discussion or exemplification of the types of complaint which might be dealt with by managers was often superficial.

- (c) Many candidates demonstrated clear knowledge and understanding of the concept of the *compensation culture*. However, few were able to consider in any detail the impact this has had on complaint handling procedures within travel and tourism organisations.
3. (a) Most candidates produced reasonable answers to this question. Candidates had been well-prepared by centres through visits to suitable travel and tourism organisations. However, as per usual, evaluation was often limited or lacking in answers from weaker candidates.
- (b) It would appear that most candidates were not prepared for this question, but most were able to draw on their knowledge and understanding of organisations they had studied to produce reasonable answers.
- (c) The majority of candidates answered this section confidently. Nearly all candidates were able to identify and describe three management styles from the list provided and the majority of the descriptions were clear. However, relatively few were able to provide any clear evaluation of the different styles of management.
4. (a) The majority of candidates answered question 4 less fully, possibly because they were running short of time. As with other questions, many candidates understood the main purpose of the, but could not, or did not have sufficient time to frame an answer in great detail.
- (b) Similarly, candidates were aware of the basic procedures to deal with security hazards, but few were able to provide sufficiently detailed information to enable them to access the higher mark band.
- (c) Perhaps because it was the last question on the paper, few candidates were able to provide detailed information relation to emergency evacuation procedures used by travel and tourism organisations.

General recommendations:

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

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UNIT 8: EVENT MANAGEMENT IN TRAVEL AND TOURISM

Assessment Objective 1

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

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

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

Assessment Objective 2

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

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

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

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

Assessment Objective 3

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

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

Assessment Objective 4

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

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



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