

# Examiners' Report/ Lead Examiner Feedback

June 2015

NQF BTEC Level 1/Level 2 Firsts in  
Travel and Tourism

Unit 1: The UK Travel and Tourism  
Sector (21474E)

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**Introduction**

This report has been written by the Lead Examiner for the BTEC unit, The UK Travel and Tourism Sector. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. We hope this will help you to prepare your learners for future examination series.

## **General Comments**

This was the third examination for Unit 1 and it was pleasing to see a noticeable improvement in learner performance this series. It would appear that centres have accessed the question papers, mark schemes and Lead Examiner Reports from the previous examinations and utilised the feedback and guidance offered to help prepare learners for the exam.

Most learners attempted all of the questions and some confident responses were seen, especially for Q4c. As seen previously some questions were not attempted, although in the minority, it would suggest that some learners may not have been fully prepared. Centres are strongly advised to refer closely to the unit specification when planning for teaching and learning. Questions on the exam paper are designed to cover the unit content and test understanding of terms, language and concepts contained therein; where Q1aii, Q1aiii, Q3b, Q4c and Q6 saw blank or confused responses it would suggest the learners were unfamiliar with terms, language or concepts.

Poor exam technique may have hindered achievement for some in Q2b, Q4b, Q6 and Q7b. For example, it was apparent that some learners did not read the question carefully – marks were in essence 'lost' as a result.

For Q1ai, Q1b and Q2a learners were required to make two choices, some had not read this or noted the marks available and only selected one answer. Q1aiv, Q4a, Q6 and Q7a provided an example and then required the learner to provide another one ie 'other than'. The phrase was often either misunderstood or overlooked by some learners.

One other main reason that may have prevented some learners accessing the higher marks was limited skill in terms of providing robust explanations when answering Q2b, Q3b, Q4c, Q5, Q6, Q7a and Q7b.

Whilst there was considerable improvement overall some learners still did not know how to 'evaluate' information in Q8.

## Feedback on specific questions

### Q1(a)(i)

This was a multiple response question worth two marks. It was good to see the majority of learners gained both marks and it was felt that this helped ease them into the question paper.

### Q1(a)(ii)

This was a multiple choice question and again in general it was well answered and many learners gained the mark. The most common incorrect answer chosen was C Marketing – suggesting these learners were not familiar with MICE.

### Q1(a)(iii)

This question was testing straightforward knowledge of terms within the unit specification and it was disappointing to see that it was not well answered by many. Guesswork was in evidence with some creative suggestions seen. A popular incorrect response was 'Visiting Family and Relatives'.

### Q1(a)(iv)

This was not well answered by most learners. Understanding of this type of specialist travel ie for the purpose of conservation seemed limited; many did not seem to know what conservation is. A variety of suggestions were seen ranging from other types of travel eg dark tourism or travel for humanitarian reasons or business travel. Some repeated the stem with different animals and countries and therefore did not score. It is expected that in the delivery of this part of the specification examples of actual, real holidays for each type of travel/specialist travel would have been studied and researched to provide a sound understanding and appreciation of the wide range of different types of travel.

This response did not gain any marks being a repeat of the stem:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Going to China to protect pandas (0)</li><li>2. Going to Africa to protect Rhinos from being hunt down (0)</li></ol> |
|---|

This response gained both marks and shows an understanding of specialist travel for conservation:

- |  |
|--|
| <ol style="list-style-type: none"><li>1. A group travelling to a wildlife park to <u>monitor biodiversity</u> (1)</li><li>2. A solo traveller going to a wildlife park to <u>improve protections against predators</u> (1)</li></ol> |
|--|

### Q1(b)

This multiple response question was well answered by many and most learners gained at least one mark here. The most popular incorrect answer chosen was E - Tourism with high spending tourists.

### Q2(a)

This was well answered by many who gained at least one mark. The most popular correct response was entertainment. Some learners had clearly misread the question or else did not understand roles – these often suggested different products and services.

### Q2(b)

It was good to see this question answered well by a significant number of learners who gained two to three marks. The most popular suggestions were about increasing prices and offering more shows. Some imaginative suggestions that showed a good level of understanding and gained marks related to ideas about how else the theatre could be used during the day for workshops, or being hired out or bringing in more money by selling merchandise. Disappointingly however a significant number had not read the question closely and gave suggestions relating to extending the theatre. The stem of the question made it clear there was no room to expand. Whilst many gained two marks for two appropriate suggestions, fewer gained marks for explanation. Often this was because learners gave a repeat explanation 'this will increase profits' but did not clearly say why. The best responses used the information provided and made the connection in their explanation to the fact there was a high demand and shows were sold out.

Here is a response that gained two marks:

(b) The Edwardian offers a wide variety of shows in the evenings. It has a small bar offering drinks and snacks to customers. The theatre has only 100 seats and its shows are often sold out. The theatre is an old building and there is no room to expand.

The managers of The Edwardian are looking for ways to maximise its profits.

Explain **two** ways in which The Edwardian can maximise its profits.

(4)

1 put on more shows so that people will buy tickets to see the next show

2 offer a deal for show like pay £30.00 get a drink and snack free

One mark was awarded for 'put on more shows' however there isn't an explanation of why this would help maximize profits. One mark was awarded for 'deals' but again there is no explanation it is all description.

This is a common weakness seen across all questions requiring an explanation. In this example the response would have been improved if the learner had developed their suggestion ie -

'They should put on more shows. This would maximize profits because shows are sold out so there is a big demand more shows means they can sell more tickets'

This response gained the full four marks:

(b) The Edwardian offers a wide variety of shows in the evenings. It has a small bar offering drinks and snacks to customers. The theatre has only 100 seats and its shows are often sold out. The theatre is an old building and there is no room to expand.

The managers of The Edwardian are looking for ways to maximise its profits.

Explain **two** ways in which The Edwardian can maximise its profits.

(4)

1 The Edwardian can maximise its profits by increasing the retail prices of tickets, this would increase profits as the customers would have to pay more

2 The Edwardian could also increase profits by showing more shows in afternoons and perhaps morning, this would mean that more people would be able to watch shows per day

Here the learner has offered a valid explanation for each suggestion using a linking statement 'this would', a useful technique in these types of questions.

### Q3(a)

Most learners gained at least one mark in this multiple response question. The most popular incorrect answer chosen was C – Print e-tickets suggesting these learners had not fully understood the role of social media for marketing and promotion.

### Q3(b)

This question was well answered by many learners who were able to identify two appropriate disadvantages the most popular being that the tour would be out of date and that it did not show all the rooms and facilities at the hotel. Where there was some explanation linked to misrepresentation and customer dissatisfaction two to three marks were gained.

A small number of learners recognised that the technology may be out of date, incompatible with newer technologies. Learners did not access the higher marks even when they identified correct disadvantages because they did not develop their response to provide a robust explanation. Learners are advised to develop their exam technique and use connecting or linking

statements to lead to an explanation e.g. 'because', 'this means that' or 'so' are all useful. It was apparent that some learners were unfamiliar with the language of the unit specification and did not know what a virtual tour was and confused responses were seen. Others that failed to score gave a generic response about consumer technology from the customer perspective and therefore had not read the question carefully enough.

This response gained two marks:

The Morgan Hall Hotel website includes a virtual tour highlighting some of the hotel's best quality rooms and facilities. The tour was created five years ago by a specialist company.

(b) Explain **two** disadvantages of the virtual tour for Morgan Hall Hotel. (4)

- 1 The tour is quite old and could not be as forward with the technology as other hotel websites.
- 2 only shows the best of the hotel and nothing about what it might actually be like.

One mark was awarded for 'not as forward with the technology' and one for the idea that it doesn't show all the facilities. An explanation is not provided for either.

This response gained the full four marks:

The Morgan Hall Hotel website includes a virtual tour highlighting some of the hotel's best quality rooms and facilities. The tour was created five years ago by a specialist company.

(b) Explain **two** disadvantages of the virtual tour for Morgan Hall Hotel. (4)

- 1 The quality will not be up to the standard of today, so people might not watch it because it could be fuzzy/pixelated, slow, or hard to see what is happening.
- 2 The Hotel might have made some differences to exterior and interior, so the virtual tour might not show some of the new aspects, so people aren't getting exactly what they see.

The first response explains the disadvantage of the technology being old and the second relates to the possible misrepresentation/customer dissatisfaction. The learner has used 'because' and 'so' to show link the disadvantage to an explanation.

#### 4(a)

The majority of learners gained both marks here. Where marks were 'lost' it was again due to not reading the question properly and suggesting different types of hostels or hotels which had been given in the question. They had missed the words 'other than'.

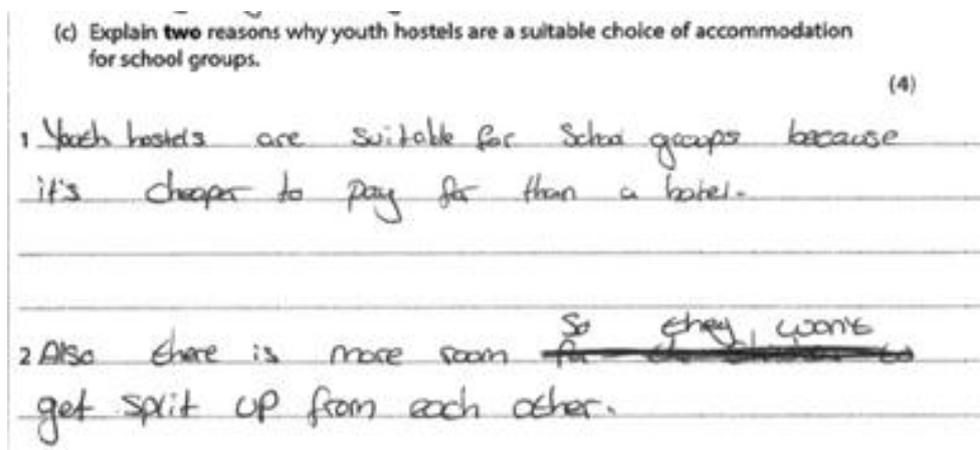
#### 4(b)

This question was answered well by most learners who gained at least one mark. Some gave products and services found in non-serviced accommodation and did not score. It would seem these had misread the question and again emphasises the need to take the time to read every question carefully.

#### 4(c)

Many learners scored well on this question and some competent responses were seen where learners gave explanations linked to affordability and suitability in terms of dormitories and security. It was pleasing to see a significant number accessing the marks for explanations and scoring three to four marks. A few learners seemed unsure of what a youth hostel is and wrote responses about hostels for the homeless. This type of accommodation is given in the unit specification and should be familiar to learners. Other reasons that hindered achievement were vague responses where the link to school groups was not fully addressed.

This is a typical response that gained two marks:



One mark was awarded for each reason ie 'cheaper' and 'more room/not being split up' all being the same reason. This example is useful to consider because the learner has perhaps been guided to use connective words 'because' and 'so' but clearly the skill is undeveloped as there is no explanation. Where these reasons were given examiners were looking for links between cost and affordability/school budgets and security in terms of shared dormitories which were not offered here.

This response scored full marks:

(c) Explain **two** reasons why youth hostels are a suitable choice of accommodation for school groups.

(4)

1. It isn't too expensive for that amount of children to stay there, so will be ideal for parents / teachers

2. More children can stay in the same room, therefore no one gets lost and everyone be close by or together.

The learner has provided a link for each reason to the suitability of school groups and shows a high level of understanding.

## Q5

Many learners did not score well on this question and a limited understanding of ABTA was apparent. There were a number of blank responses seen for this question. ABTA is one of the organisations given in the specification and should be familiar. The most common mistakes were where responses suggested ABTA would provide insurance and confusing ABTA with an insurance company or else learners gave generic benefits of booking with a travel agent. The most popular correct responses related to ABTA members being trustworthy, offering repatriation and arranging compensation. Few learners gained more than two marks as explanations or links to specific aspects of ABTA membership such as code of conduct or arbitration were not provided.

This is a typical response that gained two marks:

5 Many UK travel agents are members of ABTA.

Explain **two** benefits for customers of booking holidays with an ABTA member travel agent.

1 one benefit of booking with an ABTA travel agent is that if the hotel has been sold to be better than it is they have someone they can complain to.

2 Another benefit of booking with an ABTA travel agent is that if the airline company you were flying with goes bankrupt ~~and~~ whilst on holiday you will still be able to get home.

It is evident that the learner has some understanding and knowledge of ABTA and one mark is awarded for each benefit – handling complaints and repatriation. There is no explanation linking the benefit to ABTA membership which was the most common weakness in responses to this question.

This example shows some explanation and also gained two marks:

5 Many UK travel agents are members of ABTA.

Explain **two** benefits for customers of booking holidays with an ABTA member travel agent.

1 If something goes wrong with the holiday, you can report it to the travel agent. If the travel agent can't sort it out then ABTA arbitrate the problem and make it right.

2 ABTA will also change the holiday if you got sent to the wrong location. They manage all travel issues and use travel insurance.

The first response was awarded two marks as there is an explanation of the benefit linked to a specific aspect of ABTA membership and the arbitration service. No marks were awarded for the second response.

## Q6

This was not answered well by many. The most common reason learners did not score was where they suggested joint promotions/flyers/leaflets, links on each other's websites and essentially gave responses related to shared advertising. It seemed they had either not read the question carefully and had overlooked the requirement to explain two ways 'other than shared advertising' or they did not know what the term 'shared advertising' actually means. The former is probably the most likely reason and learners are reminded to read the question through and highlight the key requirements as necessary. A minority did gain marks for suggesting 'recommendations' or 'referrals' but the most popular correct responses related to deals and discounts. In general explanations were lacking and few gained more than two marks.

This response gained one mark:

- 6 A taxi firm, A-B Taxis, provides airport transfers for the customers of a travel agent, Red Rose Travel. This interrelationship is a partnership. One advantage of partnerships is improved marketing and promotion.

One way the two organisations can work together to promote their services is through shared advertising.

Other than shared advertising, explain **two** ways A-B Taxis could promote its services by working with Red Rose Travel.

- 1 If 'Red Rose Travel' made a website about their company and then made an advert on the side of the page saying 'A-B Taxis' that could promote its services.
- 2 Also everytime 'Red Rose Travel' sells a holiday, it could give a voucher to the customers which offers a discount to use 'A-B Taxis' when they want too.

The first response is shared advertising and did not gain any marks. One mark was awarded for the second response ie discount. The learner has offered a detailed description of the discount, however there is no explanation.

This response gained two marks:

6 A taxi firm, A-B Taxis, provides airport transfers for the customers of a travel agent, Red Rose Travel. This interrelationship is a partnership. One advantage of partnerships is improved marketing and promotion.

One way the two organisations can work together to promote their services is through shared advertising.

Other than shared advertising, explain **two** ways A-B Taxis could promote its services by working with Red Rose Travel.

1. Taxi of Red Rose Travel, could recommend A-B taxi to all their customers as a reliable transport company.

2. Red Rose Travel, can offer packages with A-B taxi as their mode of transport.

One mark was awarded for each response 'recommend' and 'packages' again there is no explanation.

### Q7(a)

The majority of learners did not score well on this question. The most popular incorrect response related to 'more customers means more money/profit'. Again many had not read the question carefully and missed that one advantage of a merger was given in the second paragraph ie 'more customers'. The majority did not seem to realise that the question required one other advantage besides more customers. This type of question structure is commonly used and should be familiar to learners. Learners seemed uncertain of what a wider customer base in the context of the scenario of the two tour operators actually meant; application and understanding seemed to require further development. Very few realised the question was about customer loyalty/repeat business or the changing demographics of customers. Some learners did gain one mark for ideas around loyalty/word of mouth recommendations and a greater variety of holidays available, although few gained both marks as explanations tended to be vague, repetitive or absent.

### Q7(b)

This was well answered by a few learners who gained over two marks and gave competent responses. The most common reason that a number of learners did not score well here was misreading the question and scenario. These learners tended to give reasons why there would be complaints and thought the two different types of customers would be on the same holiday together because of the merger and this would cause complaints. They had not realised the question was about why the level of customer care had fallen because of the merger. Where marks were gained they were awarded for responses linked to shortage of staff, change of culture/more profit focus and lack of specialism in dealing with new types of customers, a minority considered job losses and the effect on morale.

Overall on question 7 it would appear that many learners did not understand businesses and mergers in terms of the advantage of a wider

customer base and a disadvantage being a possible negative effect on customer care. These are given in the unit specification and teaching and learning using case studies may help to overcome some of the issues observed in this series.

This response gained two marks:

YOLO Travel and 2Point4 Trips have merged to form a corporate group. Following the merger, there have been a number of customer complaints. Managers are concerned that the merger has had a negative effect on customer care.

(b) Explain **two** reasons why the merger may have had a negative effect on customer care.

(4)

- 1 ~~Some~~ One travel agent specialise in family holidays while the other only specialise in 18-30 year olds. This may mean that some customers may be treated wrongly as the specialities are different.
- 2 One company can go bust which will impact the other business and the appearance and would be less recommended by tour operators.

The first response gained one mark for the reason ie the specialities are different and one mark for an explanation linked to poor treatment. There is clear understanding although aspects are implicit. The second response did not gain any marks. It is useful to note the second response which was a popular incorrect reason and unrelated to customer care.

## Q8

The majority of learners attempted the question. The question was answered well by many learners who wrote confidently and offered some detailed evaluations gaining 4-6 marks and a few gaining 7-8 marks. It was pleasing to see so many learners providing an organised response in terms of an appropriate structure for an evaluation with an introduction followed by advantages/positives and disadvantages/negatives and offering a conclusion. The learners engaged well with the information provided and considered economic importance in terms of GDP, employment, taxes and the economic multiplier effect. Most also considered some disadvantages, although there tended to be an imbalance with the focus being mainly on the positive. Few picked up on the limited geographical spread of the increased revenue, being mainly in London, although those that did wrote convincingly that the events did not benefit the whole of the UK. Where lower marks were gained this was usually due to learners relying heavily on the information provided and offering little in terms of interpretation and development of ideas. These learners tended to make statements that were unsubstantiated and gave descriptive responses;

some skills development is needed. Some learners rewrote ie 'lifted' the information in the table with no interpretation whatsoever and did not gain any marks as understanding was not evident.

Here is a typical response awarded 3 marks:

Evaluate the importance of the 2012 London Olympic and Paralympic Games to the UK economy.

The importance of the 2012 London olympics and Paralympic games to the UK economy was massive, this is because more people visited the UK as ~~#~~ they are big tourist attractions which meant the more people travelling to watch brought more money into the economy. In 2012 there where 31 million visitors that travelled to Britain from overseas. However, when the games where held in 2012 ~~to~~ some of Londons ~~to~~ tourist attractions saw 50% of visitor numbers decreased when they where held. The importance in the games where that 10% of people that where unemployed where then helping work on the olympic park and village this had more that 46,000 people employed. But at the end of the game it cost the UK an estimated £9 <sup>billion.</sup> ~~billions~~ (Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 50 MARKS



P 4 5 8 3 7 A 0 1 1 1 2

This is a basic response which relies heavily on quoting the data and is largely descriptive rather than evaluative. It was awarded 3 marks as there is some basic attempt to evaluate with vague statements 'massive', however it is basic 'which means more people, more money'. One disadvantage is identified.

Here is a response awarded 6 marks.

Evaluate the importance of the 2012 London Olympic and Paralympic Games to the UK economy.

There are many reasons as to why the London Olympic and Paralympic Games were important to the UK economy, but there are also reasons why they were not. Initially the games cost the UK an estimated £9 billion because infrastructure needed to be improved but in contrast £14 billion in new business deals were made, because the event was held in the UK. The Games also helped the UK economy through employment; 46,000 people 10% of whom were unemployed worked on the Games. They then spent their wages in the UK, once again benefiting the UK economy. The UK also saw a 4% rise in overseas visitors 3.1 million in total. These tourists then spent an incredible £730 million in the UK. But, the other attractions saw a 30% drop in visitors reducing their profit. Disruption from the games prevented some London workers being able to use public transport to get to work, even though the government paid £6.5 billion on upgrading transport links for the games. However, in conclusion the Games were very important to the UK economy because many people will continue to visit the UK because as a result of the Olympic Legacy.

*Handwritten notes:*  
new + cost  
damages in infrastructure  
£6.5 billion  
cost  
paralympic  
£6.5 billion

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 50 MARKS



This is well organised in terms of structure and it is good to see here that the learner has made notes, a useful technique in planning a longer response. There is development of ideas 'spent their wages in the UK', and some balance considering negative aspects 'reducing their profit'. Points made are relevant and there is a clear focus throughout on the economy.

## **Summary**

Based on their performance of this paper, learners should:

- Know the language and all the content terms within the unit specification and be prepared to be tested on them in the examination
- Study the specification to ensure all aspects that could be tested are known, such as examples of different types of travel; key organisations within the sector their roles, products and services; the use and disadvantages of consumer technology; interrelationships between organisations including advantages and disadvantages of mergers and advantages of partnerships, the importance of the travel and tourism sector to the UK economy.
- Practise answering questions using past papers and mark schemes to gain familiarity with the style and structure of questions used and know what is required by the command words.
- In the examination, read each question carefully, preferably twice.
- Observe the marks available and answer accordingly especially in multiple response questions. For two marks such as 'explain one reason/way/advantage' the answer needs to contain two separate points – one point should identify or state the 'way', 'reason' or 'advantage' and the second point should contain a connecting statement that is a development of the first point and links the 'way' etc. to the scenario given.
- If two explanations are required and four marks available, two marks will be awarded for the first response and the other two will be awarded for the second response. So if only one response is made then two of the marks allocated for the question will be lost.
- Re-read answers back and then check it answers what the question has actually asked.
- If a scenario is given use the information to answer the question to show application of understanding and knowledge.
- Be prepared for and plan the response to the last question which will require a number of different aspects to be addressed, with reasoning, for higher marks to be awarded.

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