



# Examiners' Report/ Lead Examiner Feedback

January 2016

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

Unit 1: The UK Travel and Tourism  
Sector (2147E)

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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 fourth 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 or most of the questions and some confident responses were seen, especially for Q7 and Q10. 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 Q1, Q2, Q3a, Q4c and Q4a and 4b 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 Q1d, Q1f and Q5. For example, it was apparent that some learners did not read the question carefully – marks were in essence 'lost' as a result. Examples were provided in the stem of these questions and then required the learner to provide other examples. However often learners repeated the example provided in the question stem. For Q5 also the emphasis was to provide answers about advantages for the zoo, not for customers.

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 Q5, Q6b, Q7, Q8, Q9a.

There was considerable improvement overall it was really pleasing to see the number of learners providing structured discussions in Q10 and therefore gaining more marks.

## Feedback on specific questions

### Q1(a)

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

### Q1(b)

This was a multiple choice question but unfortunately was not so well answered as Q1(a). Common incorrect answers provided were 'Registration' and 'Regulation'.

### Q1(c)

Learners either knew this answer and scored the mark available or took guesses and generally scored nothing. Civil Aviation Authority needed to be provided rather than Civil Aviation Association.

### Q1(d)

This question was testing straightforward knowledge of terms within the specification and generally it was well answered. Learner answers suggested that they understood the terminology. However a common mistake was for learners to repeat the example provided in the stem of the question – theatre – and when that occurred no marks could be awarded.

### Q1(e)

This was not well answered by many learners. Understanding of the distinct role of a concierge in a hotel was limited for many learners. Many provided answers such as 'room service' and 'cleaning'. However it was pleasing to see some learners who did understand the specific roles of a concierge. They provided answers around 'booking tickets for shows' and 'providing information/advice on what to do in the area'.  
One response that scored the two marks available:

(e) Many hotels employ a member of staff called a concierge.

Name **two** services a concierge would provide for hotel guests.

1 helping with luggage

2 advice on where to go / what to do

### **Q1(f)**

This question was generally well answered with learners able to identify a variety of answers from 'staycation' to 'days out' and 'VFR'. However too many gave the answers provided in the stem, 'holidays' and 'short breaks' or versions of these and therefore were unable to score the marks available.

### **Q2(a)**

The majority of candidates were able to pick the correct answer from the table and score the available mark - £17,677. However it was concerning that so many learners failed to be able to read the table and gain this straightforward mark.

### **Q2(b)**

Learners should practice identifying information from tables as this would help them collect these straightforward marks. Many learners did identify the correct response of (C ) 2012, but many did not.

### **Q2(c)**

Again those learners familiar with identifying information from tables gained an advantage here and chose the correct answer of (D) 2014.

### **Q3(a)**

This was a question testing straightforward knowledge of terminology within the unit specification and it was generally well answered. There were few blank responses.

A common mistake was to provide one of the answers in the stem of the question – either dark tourism or cultural heritage (or both). Exam technique of fully reading the question and taking note of the examples used so that these are not repeated would help learners increase marks awarded. Often examiners felt the learners knew the answers but disadvantaged themselves by not noting the answers they could not provide.

### **Q3(b)(i)**

Responses to this question were mixed. Many learners referred to 'tragic/disaster/death' and were awarded the available mark. However too many learners provided answers such as 'attending a funeral' and 'going to a tourist place in the dark.' This type of tourism did not appear to have been explored by many learners.

### **Q3(b)(ii)**

This question linked to Q3bi) and therefore if learners did not understand the term 'dark tourism' they struggled to provide suitable examples. Some learners provided examples of historical tourism such as Carrickfergus Castle. It needs to be made explicit to learners the difference between dark and historical tourism.

However many learners did score the available mark here and indeed many who could not state what dark tourism was could actually provide a correct example. Excellent examples included Ground Zero, Auschwitz/ concentration camps and world war battlefields.

One response that scored the two marks available for 3b(i) and 3b(ii):

(b) (i) What is dark tourism?

It is when you visit a place where a ~~tragedy~~ <sup>tragedy</sup> tragedy has happened. (1) Q03bi

(ii) Give **one** example of dark tourism.

Visiting ~~the~~ Ground Zero in America where the 9/11 happened on the twin towers. (1) Q03bii

#### Q4(a)

This was a multiple choice question asking learners to identify the type of organisation controlled or owned by shareholders. Most were able to provide the correct answer of (B) Private.

#### Q4(b)

Unfortunately far fewer learners could correctly identify the correct example of horizontal integration in this multiple choice question. Learners should become familiar with examples of both horizontal and vertical integration.

#### Q5

This was answered by most learners. However many learners referred, in their answers, to how the zoo could use multimedia rather than explaining the benefits of the multimedia.

Also many learners looked at the benefits for customers rather than the benefits to the zoo. However some learners were able to identify correct points such as 'less staff needed' and also that the multimedia could attract new markets such as 'a younger audience as they like this.'

5 A zoo has recently introduced multimedia technology. One advantage for the zoo is improved visitor experience.  
Explain **two** other advantages for the zoo of using multimedia technology.

1 younger generation is more interested with technology so it will attract more younger people

2 more people will crow about it as more people would want to see use it because it would improve visitor experience so this would increase visitors which means more money

(Total for Question 5 = 4 marks)

The first explanation here scored two marks. One mark for 'attract more younger people' and one mark for the explanation 'younger generation more interested in technology'.

The second explanation did not score any marks as it refers to the visitor experience which is repetition of what is given in the stem of the question.

### Q6(a)

In the stem of this question learners were told that the advantage for customers of using online travel services is the ability to compare travel options offered by a large number of different providers.

Unfortunately a number of learners provided this answer within their response and therefore could not be awarded marks. However most learners provided answers around the concepts of 'quick', 'easy' and 'can book from home' therefore demonstrating an understanding in their responses and they were awarded the marks. Most learners scored at least one of the two marks available.

One response that scored the two marks available:

- 5 (a) Bookatrip.com is a large online travel provider. Customers can use the Bookatrip.com website to view flights and accommodation from a wide range of providers. Customers can book pre-packaged holidays or tailor make their own trip.

One advantage for customers of using online travel services is the ability to compare travel options offered by a large number of different providers.

Give **two** other advantages for customers of using online travel services such as Bookatrip.com rather than a high street travel agency.

(2) Q06a

1. It is easy to access in the comfort of your home.
2. Normally cheaper to book online as you cut out the middle man, so companies can charge less.

### Q6(b)

This was attempted by a high percentage of learners and most gained 1-2 marks. The most common answer was around the theme of over 55s not being confident booking online. However most did not go on to explain why this would be the case.

Many learners correctly commented that customers wouldn't be able to book over the phone anymore which would mean Luxury Selection's personal service would be lost. Some learners were able to show understanding of the fact that Luxury Selections would have to pay Bookatrip.com commission to appear on their website but then did not explain the impact of this on Luxury Selections.

A common error was to answer the question completely in respect of disadvantages to the customer rather than to Luxury Selections.

Please see the response below that scored two marks with the common error of providing valid points but then not providing the explanation required to gain the additional two marks:

(b) Luxury Selections is a small specialist tour operator for the over 55s. It offers holidays in top quality hotels that customers book directly over the telephone. Luxury Selections is considering joining Bookatrip.com to increase sales. Its holidays would be viewed and booked on the Bookatrip.com website.

Explain **two** disadvantages for Luxury Selections of using Bookatrip.com to increase bookings of its holidays for the over 55s.

(4) Q0

1 Individual over 55 may not know how to use the internet or website or even have access to it

2 Customers of over 55 may like to speak to a person if there are any queries, the website does not offer this

## Q7

This was generally a high scoring question, answered in detail with regards to baggage security and passenger checks. Many learners could explain the reasons behind scanning bags and passengers, allowing them to gain the explanatory marks available. However learners in the main still only gained 2-3 marks, struggling to provide two different, detailed explanation points.

Some learners missed gaining marks by simply listing equipment such as oxygen masks, seatbelts etc. Learners also repeated themselves in some instances, talking about security for the first point and then dangerous items in the second point.

Learners often said 'they' give safety talks/demonstrations, not actually specifying who gives the safety talks. Also insurance was a common incorrect answer provided.

One response that gained the four marks available. Please note the different detailed explanations:

7 One role of airlines is to ensure passenger safety.

Explain **two** ways that airlines keep their passengers safe.

Q07

- 1 The airline will have frequent inspections of the aircraft to ensure its as safe as it can be, therefore the facilities on board will remain updated and secure so passengers are safe.
- 2 Airlines also employ fully qualified and experienced pilots who, in a time of danger, could get the passengers down safely, therefore the passengers can have confidence in a good pilot.

## Q8

This question was attempted by many learners. The majority of responses centred on having no device/email address/wifi or signal. However explanation was very limited and often referred to 'travellers being stranded,' which was given in the stem of the question.

There were many repetitive answers, for example, the learner commenting on 'not having an email address and not having a device' as their two separate points.

It was also noticeable in this question that a lot of learners gave a similar explanatory answer for the second advantage. They still focused on not having access to email, therefore just repeating the explanation they gave in their first response in a slightly different way, but not sufficiently different for marks to be awarded.

The answer below was awarded 2 marks. There are two valid disadvantages identified but the explanation in the first response repeats the stem given in the question and therefore cannot be awarded.

- 8 QuickTrack is a major rail operator. Last year a number of QuickTrack's trains into and out of London had to be cancelled at short notice, leaving many passengers stranded. The worst affected were people who worked in London and could not get home.

Since then QuickTrack has introduced an email travel alert service to inform customers of cancellations.

Explain **two** disadvantages for travellers of QuickTrack's email travel alert service.

Q08

- 1 Some customers may not use the email service therefore unable to receive the notification that their train has been cancelled and therefore being left stranded.
- 2 Customers using the email alert service may be using it on their mobile/tablet/laptop which can easily run out of battery or not have 'service' or 'connection' therefore not being able to receive the email alert.

This next answer gained 3 marks. The first response shows a valid disadvantage plus explanation. However the second response just identifies two further disadvantages without explanation and therefore it could not be awarded the second explanation mark.

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Q08

- 1 One disadvantage is even if they get an email saying that the train is cancelled, they won't be able to get home still, meaning that the problem still isn't sorted, and results in angry customers still.
- 2 another disadvantage of the travellers is they may either get more emails about things they don't wish to know or they may either not ~~be~~ have an email address or not have access to the internet in order to be notified.

### Q9(a)

This question was poorly answered by learners. Responses normally gained 0-1 mark. Many other learners left this question and did not attempt an answer.

It was evident that many learners did not understand the role of VisitBritain and confused it with a tour operator. This led to inaccurate answers around 'sell holidays,' 'put on special offers.'

Some learners provided very vague answers such as 'could talk about things to do with Britain.' Learners need to be more specific in their answers and avoid terminology such as 'things'.

Some better responses did refer to offering information about the UK and made reference to specific attractions, food, heritage and culture, but the fact that this could be presented by knowledgeable staff at the exhibition was not referred to in most instances.

The answer below gained 2 marks for the second response where really the explanation point came before the identification point of 'speaking to exhibitors.'

9 One way in which more Chinese tourists may be encouraged to visit the UK is by picking up promotional literature from the VisitBritain exhibition stand at the travel fair.

(a) Explain **two** other ways that exhibiting at the World Travel Fair will help VisitBritain encourage more Chinese tourists to visit the UK.

(4) Q09a

1. They will be able to see exactly what events and destinations are available visually, and therefore will want to experience it for themselves.

2. Chinese tourists could gain a lot of knowledge and information about the UK at the world travel fair by speaking to exhibitors making them want to visit the UK and find out more.

### Q9(b)

This question was attempted by the majority of learners. It was reasonably well answered in terms of identification of a way with many answers around 'provide merchandise' and 'hold events.' However a lot of learners repeated what was in the stem of the question, focusing on advertising and promotion.

Most learners were able to identify that an event/festival/tour/show/celebration of some sort would be appropriate but few went on to explain how this idea would increase spending by visitors in the region.

The response below gained the two marks available with identification of a valid way and then appropriate explanation provided:

VisitSW is the regional tourist board for the South West of England. This region is the birthplace of a famous author and provides the setting for her books. Next year is the 100th anniversary of her birth.

One of VisitSW's roles is to increase visitor spending. One way it hopes to achieve this is by advertising the 100th anniversary to attract more visitors to the region.

(b) Explain **one** other way VisitSW could use the 100th anniversary to increase visitor spending in the region.

(2) Q09t

They could use this opportunity to make lots of merchandise and products they can sell with her name on them or some of her books, therefore visitors will spend money on these products and increase visitor spending.

## Q10

This question was answered in more depth than in previous series and the standard of response was much improved. However there were still a number of blank responses for this question which could suggest learners ran out of time or were overwhelmed by the open nature of this question format.

At the most basic level almost all learner responses were able to say that more ships meant more tourists and extra money spent in the local economy.

Many learners discussed the different impacts the cruise terminal could have on Liverpool, including the increase in jobs and the fact tourists would be spending money in the city. A lot of learners could look at the advantages and disadvantages of the terminal and it was clear from some answers that they were looking at it from both viewpoints before forming a conclusion.

Level 2 answers looked at different viewpoints. Learners wrote about the economic multiplier effect, the unemployment rate going down, direct and indirect spending, domestic, inbound and outbound tourism increasing and the GDP improving. Some learners also looked at the negative side of building the cruise terminal using statistics to back up their answer and justifying their decisions. A vast improvement from previous exam series.

The response below is a typical level 2 type answer. There is some reasoning in the answer but not very much detail.

Use the following information to answer Question 10.

#### Liverpool Cruise Terminal

10 In 2012 Liverpool opened a temporary cruise terminal. For the first time cruises could start and end in the city, with ships able to dock on the waterfront close to the city centre and its attractions.

- The terminal cost £19 million to build.
- Each year it receives 54 ships and approximately 80,000 passengers.
- Each passenger spends around £70 per visit, bringing £5.8 million to the city's economy.

Liverpool City Council is paying back £9 million it received in government grants for the building of the temporary terminal, which is now at capacity and cannot be expanded.

There has been an increased demand for cruises that depart from the UK and the council hopes to build a permanent cruise facility. Initial estimates suggest the cost could be up to £60 million.

Discuss the potential contribution to Liverpool's economy of building a permanent cruise terminal.

(8)

As the price of the potential cruise facility is more than triple the current terminal this suggests the facility will be triple the size which means over ~~100~~ 300 ships per year. Bringing in over 300,000 people to Liverpool, this will cause a positive multiplier effect for Liverpool as these tourists will spend their money in and around Liverpool with each tourist spending around £70.

Also with each tourist spending an average of £70 a day, this must mean they are spending in local shops

and other business. This will then increase their income meaning they have to pay higher tax to the government, overall increasing the economy.

Contrast that with the detail provided in the answer below which gained higher marks. The negative aspects in this answer were not covered as well which restricted the overall marks that could be awarded.

Build a permanent cruise facility ~~increase~~<sup>benefits</sup> the economy of Liverpool. This generate a lot of jobs & like direct employment for tourism organisation and as well indirect employment like open more supermarkets or restaurants for people who they come in the cruises. Also it generates new infrastructure and development the new terminal, new facilities for cruises and new docks for more ships. All of this generates the economic multiplier effect, direct spending of tourists circulates through indirects products and services. And this generates also jobs for local people and more income for Gross Domestic Product, for a value of the country in this case for Liverpool.

## 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; types of business ownership, 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.
- Check the examples provided in the stem of the question to ensure these are not used as one of the answers provided by the learner.
- Check who the given disadvantages and advantages should be aimed at. Is it the customer or the organisation described in the stem of the question?
- 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.

## Grade Boundaries

Unit	Max Mark	D	M	P	L1 P	U
21474 - The UK Travel and Tourism Sector	50	41	31	22	13	0

### External assessment

The suite of 'next generation' NQF BTECs include an element of external assessment. This external assessment may be through a timetabled paper-based examination, an onscreen, on demand test or a set-task conducted under controlled conditions.

### What is a grade boundary?

A grade boundary is where we 'set' the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries ensures that a learner who receives a 'Distinction' grade next year, will have similar ability to a learner who has received a 'Distinction' grade this year. Awarding grade boundaries is conducted to make sure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

### Variations in externally assessed question papers

Each exam we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries year on year because then it wouldn't take into account that a paper may be slightly easier or more difficult than the year before.

Grade boundaries for all papers can be found here:

<http://pastpapers.edexcel.com/content/edexcel/grade-boundaries.html>

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