

Examiners' Report/ Lead Examiner Feedback

June 2016

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 fifth examination series. After an improved performance in January it was disappointing this series that many learners did not do as well. It was evident that centres have been accessing past papers, mark schemes and previous reports to help with improving learner performance. However, this paper proved challenging for some learners whose lack of knowledge of key terms, concepts and the language of the unit specification hindered them gaining marks in a number of questions testing straightforward knowledge and understanding 1c, 2a, 2b, 2c,4, 5a, 5b. This may be because some of the questions assessed knowledge of the unit content not tested before. This reinforces the need for learners to have an in depth knowledge of the entire unit as detailed in the specification.

Many learners seemed confused and did not appear to know about roles, products and services or to recognise the differences as indicated in the specification. Also understanding of trade and professional bodies and organisations in the voluntary sector was a key weakness for many. In addition a significant number of learners completely misread some questions and answered incorrectly, most noticeably on 2c, 3ai, 7, 8 and 9. Some learners gave one response on the multiple response questions (MRQ) even though the instruction was to choose two – 1a, 1b. The concept of sustainable tourism was not well understood by many as seen in 6a, 6b neither was partnerships and corporate groups 7 and 9.

In assisting with preparing learners for the examinations one of the most fundamental requirements for teaching and learning is familiarity and competence with regards the terms, concepts and the language of the unit specification. The content of question papers is driven by the specification. Learners should be advised of the need to read all questions with great care and to check that the response given answers the question. As seen in previous series on the more complex questions requiring an explanation many learners do not expand their responses sufficiently to provide an explanation of a valid point made and frequently only gained two of the possible four marks available. Although a slight improvement was seen on some of these learners should practice and know what is required when faced with these questions.

Most questions were attempted although some blank responses were seen.

This series there was an improvement in the performance of the final question which required an evaluation of transport options. It was clear that many learners were prepared and knew how to plan, structure and present

an evaluation. Some very competent responses were seen well deserving of the higher marks awarded.

Feedback on specific questions

Q1(a)

This multiple response question was worth two marks. Some learners only selected one response and lost out on the chance of a mark, others simply did not know what 'inbound' meant. Overall most learners successfully answered the question and gained both marks.

Q1(b)

This was also a multiple response question worth two marks. Learners performed slightly better than in Q1(a) and knew what 'leisure' meant; the majority gained both marks.

Q1(c)

This was not well answered by many and most learners did not gain the mark. The term is within the specification and learners are expected to know what it means. Despite their uncertainty many had some idea of what it meant and it was pleasing to see that most did in fact attempt to answer the question.

Q2(a)

This question was reasonably well answered by many learners. Some had missed the word 'other' and repeated the question by giving 'accommodation' and 'flights'. Others perhaps did not know what products/services meant or simply did not know about travel agencies. A range of responses were seen and many learners gained one or two marks; the most popular answers were car hire, currency exchange and insurance.

Q2(b)

As in Q2a this question was testing understanding of products/services but in this question it was visitor attractions. The question was fairly well answered however some learners incorrectly gave roles such as 'entertain' rather than products/services for example 'rides'. The most popular responses were tours and rides.

Q2(c)

This question was not answered well by the vast majority of learners who did not gain the mark available. The question was testing basic understanding of the unit content. There seemed to be two common issues – the first that learners had missed the requirement for one 'other' role and gave examples of the role stated in the question such as 'they give customers directions' or 'help people find accommodation'. Secondly some learners had clearly accessed a previous question paper and mark scheme and gave examples of literature 'maps', 'leaflets'. This would suggest many learners did not know the difference between roles and products/services even though these are clearly stated in the unit specification. The most popular correct answers were 'promoting events'.

Q3(a)(i)

This was not answered well by the majority who did not gain any marks. The reason for the disappointing scores was that learners had misread the question and also it was evident that some had seen a similar question on a previous paper which required advantages for customers. The majority of responses related to advantages for customers whereas the question required advantages for organisations. The most popular correct response was 'saving money as did not require as many staff ' a minority recognised that 'prices could quickly be changed'

Q3(a)(ii)

This was answered fairly well by most learners who gained one or two marks, most commonly for 'self check in' and 'x-rays'. Some gave 'security' but did not identify the technology so did not score, others gave generic 'apps' with no relevance to airports and again did not score.

Q3(b)

Responses to this question were mixed. Some gave advantages and had not read the question carefully. Some wrote about the problem of being last minute and did not score as the disadvantages given were appropriate for both online bookings and travel agencies. Others gave problems with technology and wrote about losing connection, again these were correct responses for a question on a previous paper but this was a different question.

Most learners gave two disadvantages but found it difficult to expand their answers and gain the second mark for the explanation. Marks were gained where learners picked up on the fact that there were ten people in the group and that a multiple booking was a problem online. Many commented that Franco and his friends could not get expert advice online as the booking was not face to face. They also correctly said that mistakes could be made which could lead to more expensive holidays or not being able to find a good deal online.

Here is an example response that did not gain any marks:

Franco and nine of his friends are booking a last minute overseas holiday. They are considering whether to book online or use the services of a travel agency.

(b) Explain **two** disadvantages for Franco and his friends of booking their holiday online.

- (4)
- 1 Your online booking might not have gone through. ~~the~~ ~~use~~ ~~agency~~. Which means they might not have a place in the hotel. ~~or~~ or where they were.
 - 2 There could be a fault with the internet, which means they could have left it to late and can't have a place.

Here the learner has misunderstood the question and given disadvantages of technology.

Here is an example response worth two marks:

Franco and nine of his friends are booking a last minute overseas holiday. They are considering whether to book online or use the services of a travel agency.

(b) Explain **two** disadvantages for Franco and his friends of booking their holiday online.

- (4)
- 1 Sometimes it can be very confusing to book online so if you miss something you have to sort it out by yourself.
 - 2 They won't have expert advice from someone who knows the best deals for you.

One mark was awarded for each disadvantage given. This was a common issue; many learners did not gain marks available for explanations. The learner has not expanded on the disadvantage to explain what this means. Learner should give reasons applied to the context given. The first response is along the right lines but is too vague to be awarded the second mark for explanation.

Here is an example of one response where two marks were awarded for a disadvantage:

By doing it last minute when there are *nine people it is going to be hard booking online with flights and accommodation as they will probably not be able to sit together on the plane or get rooms together*"

The underline shows each point worthy of a mark one for identifying the disadvantage and second for the explanation – is the consequences of this disadvantage.

Q4

This was not particularly well answered by many learners. It was clear that most did not know about voluntary sector organisations and/or did not know what the word characteristics meant. The scores were very disappointing for a question testing basic knowledge of the unit content. The majority of learners gave examples of voluntary work 'travelling abroad to help out after an earthquake' some were not even related to the travel and tourism sector 'helping the local community'; many wrote about charities and gave examples. Only a small minority knew about being 'funded by donations' or 'memberships'.

5(a)

This was another question testing basic knowledge of the unit content in terms of key organisations. The question was not answered well by most and many blank responses were seen. Many learners attempted the question and offered a range of creative responses but very few gained the mark here.

Q5(b)

This question was not answered well by the majority who did not gain any marks. The question targeted basic knowledge of the roles of a professional body in the travel and tourism sector. Most learners attempted the question and a wide range of responses was seen ranging from border control, to providing holidays in the UK, offering tours. Only a handful gained both marks and a small minority gained one mark usually for suggestions relating to promoting the UK overseas.

Q6(a)

The concept of sustainable tourism and how to achieve it seems particularly poorly understood in general. Many learners did not gain any marks here. A wide range of responses were seen. Some learners incorrectly wrote about how tourists could help protect the environment, others gave unrealistic simple ideas without any real detail or understanding of a tourist destination for example 'fence it off'. Many suggested recycling or using renewable energies which in this series were accepted as something that organisations within a destination may do. As seen earlier, the majority of learners who gained one mark for identifying a way of protecting the natural environment did not offer an explanation to gain the second mark available. Very few learners gained more than two marks.

Here is a response that gained two marks:

6 Tourist destinations can become more sustainable by protecting their natural environment.

(a) Explain **two** ways in which tourist destinations can protect their natural environment.

(4)

1 They can keep the area natural and not build things on that area there, ~~but they~~ and can still have tourists visiting for the natural features.

2 keep tourists aware that the area should stay natural and tell them how that will happen.

One mark was awarded for each way identified i.e. 'restrict building' and 'make tourists aware/education'. The learner has not given any reasons to explain why these would protect the natural environment beyond repeating the question - 'should stay natural'. Repeating part of the question as an explanation was a common issue.

Here is one example of how two marks were gained for explaining one way:

Plant more trees, this will help the destination in the future by providing new habitats for wildlife

Q6(b)

This was a challenging question requiring an understanding of sustainable tourism and indirect employment. As seen in 6(a) sustainable tourism is not well understood. From responses seen in this question indirect employment is equally poorly understood. Most did attempt to answer the question and gave a range of responses. Some related to indirect employment 'use local builders' but could not make the link to sustainable tourism. Others incorrectly wrote about going bankrupt or losing customers, or gave examples of direct employment. Some did not recognise the change in question and continued from 6a and wrote about the environment others incorrectly. The majority of learners did not gain any marks.

Where marks were gained popular responses related to local produce for example 'hotels could use food grown locally'; most gained one mark for identifying a way but did not give any reasons to say why this would create indirect employment for local people and so did not access the mark available for explanation.

Q7

This question reasonably well answered and the more able learners accessed the higher marks by providing reasoned explanations of the advantages. Some learners misread the question and gave advantages for Country Escape rather than Tarn Hotels. There were some vague answers such as 'get more business' and 'more customers'. Some learners commented that 'more customers would go to Tarn Hotels because of the free leisure facilities' or 'they would spend money buying drinks whilst using the facilities' but then did not expand their response to explain how this would benefit Tarn Hotels. This was a common weakness. Learners were able to identify an advantage but did not develop their responses to specify why it was an advantage; learners need to show some reasoning in their responses to gain the extra marks. Other popular responses related to increased advertising/publicity and repeat business.

This is an example of a typical response that gained two marks:

Explain **two** advantages for Tarn Hotels of its partnership with Country Escape.

1. The advantages for Tarn Hotels are that if the customers of country escapes decide to go to Tarn Hotels, more would buy food and drink.

2. Another advantage for Tarn Hotels is that if the country escape customers do go to Tarn Hotels, ~~more~~ some may be very impressed and decide to ~~go to~~ book a stay there.

(Total for Question 7 = 4 marks)

The learner has understood the question and the response is reasoned. One mark was awarded for giving the explanation 'more people would buy food and drink' and one mark for the second 'may decide to book and stay there'. In this instance there is an explanation for each but the learner has not actually completed the response by stating what the advantages to Tarn Hotels actually are; for example 'increased sales' or 'gain more income'.

Q8

This question was not answered well by the majority. As seen in 1(a) there seemed to be a general misunderstanding of inbound tourism. Some learners again misread the question and missed the instruction 'two other effects' and wrote about jobs. Many gave basic responses 'more visitors means more money'. Many did not attempt the question. Marks were gained

by the more able who were able to use their knowledge of the importance of tourism to the UK economy and correctly wrote about increased money from taxes, benefits to non travel and tourism organisations, money for infrastructure improvements. Again few learners offered an explanation related to the UK economy and many wrote about the 'local area' or 'local economy'.

Here is a response that did not gain any marks:

- 8** The changing number of inbound visitors and their associated spend can effect the UK economy, including direct and indirect employment.

Explain **two** other effects the changing number of inbound visitors and their associated spend, can have on the UK economy.

- 1 It will definitely make more money for the locals, because their spending rate went up. This means that the UK economy is making more money of the tourists as the years go on.
- 2 This can cause ~~to~~ more local people - making more money and getting jobs because of the increase of the visitors.

Neither response relates to the UK economy and the focus is on locals. The first point does not answer the question and relates to making money; the second effect relates to locals getting jobs; effects other than employment were required.

This an example of a good response that gained three marks:

- 8 The changing number of inbound visitors and their associated spend can effect the UK economy, including direct and indirect employment.

Explain **two** other effects the changing number of inbound visitors and their associated spend, can have on the UK economy.

- 1 It can ~~effect~~^{help} the economic multiplier effect as their will be spending in the travel and tourism sector will be past on to other businesses.
- 2 It may also effect the infrastructure as more money comes into an area the better their facilities and infrastructure will be.

Two marks were awarded for explaining the first effect 'helping the economic multiplier' and one mark for the second 'money to improve infrastructure' as the actual effect is unclear with no indication how this would happen. A clearer response would be 'one effect of rising numbers of inbound tourist is that there will be more money going to the government from increased taxes which can then be used to improve infrastructure'

Q9

As seen previously interrelationships, partnerships, corporate groups etc are challenging concepts for learners. Whilst most learners did attempt the question many common issues were seen. It was evident some learners relied upon mark scheme answers to questions from past papers that they had learnt. These responses related to 'job losses', 'sharing profits' and did not gain any marks. Some learners misread the question and gave advantages; others really did not understand the scenario and suggested they would lose customers if the cruises were in the USA and not Europe. The more able learners however showed some understanding of the scenario in relation to takeovers and corporate groups. These gained marks for popular responses related to 'loss of identity' or 'loss of control' or 'loss of customer services'

As seen in other questions some did not then expand on the point made to explain why it would be a disadvantage to Royal River Cruises.

Here is a response that did not gain any marks:

- 9 Royal River Cruises is a small UK-based tour operator providing specialist river cruise holidays in Europe. It is being taken over by International Cruises, a global cruise company, based in the United States of America. Royal River Cruises will become part of this large corporate group.

Explain **two** disadvantages for Royal River Cruises of being part of this large corporate group.

1 there both set in two different countries which could lead to less customers because ones set in america as the others set in England.

2 have to share profit which could lead to a loss because they'll share it 50%.

The first disadvantage given shows the learner has not really understood the scenario; they have tried to use the information which is always a good strategy. The second shows a lack of understanding of corporate groups and how they interrelate.

Here is an example that gained two marks:

- 9 Royal River Cruises is a small UK-based tour operator providing specialist river cruise holidays in Europe. It is being taken over by International Cruises, a global cruise company, based in the United States of America. Royal River Cruises will become part of this large corporate group.

Explain **two** disadvantages for Royal River Cruises of being part of this large corporate group.

1. The Company will be overshadowed by its bigger owners and won't be advised as much as the bigger companies and won't have as big a strategy.

2. As the corporate group is based in America, communications will be restricted to a minimum and it will be harder to take over ideas and it will be harder for the business to expand.

No marks were awarded for the first disadvantage as the learner has misunderstood the nature of the new relationship. Two marks were awarded for the second disadvantage which shows a better understanding. One mark was awarded for identifying the disadvantage relating to the geographical locations of the two companies and the impact on communications and decision-making being a hindrance for expansion.

Q10

This question was answered well by most learners who engaged enthusiastically with the scenario. It was pleasing to see some superb responses. There was evidence of some learners making notes and planning their responses which is recommended for the extended writing question. Many learners considered the advantages/disadvantages of each option and provided justified conclusions. Learners are advised to check how much answer space is available as it appeared many had not turned over the page to continue their response, instead trying to fit it all on one page! Overall there was a significant improvement in performance and responses were frequently within Level 2 gaining between four and five marks whereas in previous series most responses gained marks within Level 1. In this series where learners achieved in Level 1 the reason was mainly because their evaluations were generic and did not relate to the scenario i.e. the students and the school. A common issue with some was confusing the word 'suitable' for 'sustainable' these learners wrote about pollution and did not answer the question. The most able gained marks in Level 3 for detailed

evaluations and these excellent responses were well deserving of the higher marks awarded. These tended to consider a range of factors in some detail and gave sustained evaluations of each option.

This is an example of a Level 1 response:

Evaluate the most suitable transport option for the school and the students.

(8)

Rail from Newcastle to London transfer onto Eurostar and change trains in Brussel that would not be a suitable travel in amount of transportation the fare would be too much

Ferry overnight from Newcastle to Netherlands then coach from port to Amsterdam city centre this would be a suitable transport. However it would take a while to get their 8hr journey

Air flight from Newcastle to Area Amsterdam Airport would be the "most suitable" transport to take as you dont need to transfer once onto Eurostar or as to stay overnight on a boat, but go straight with no hassle.

This response is placed in Level 1 because it is basic there is no evaluation or consideration of suitability for the students and school. Marks at the top of Level 1 (3 marks) were awarded as the learner has considered each option and attempted to make a judgement.

Here is an example of a response that gained marks in Level 2:

Evaluate the most suitable transport option for the school and the students

10)

* As there are 43 students aged 15-16 and only 5 members of staff I would probably try and take the quickest way to Amsterdam as possible.

* The most suitable transport option would have to be taking the ~~air~~ airplane from Newcastle to Amsterdam as it would be easier for everyone. Instead of having to get off ~~boats~~ ferries or buses and all that I think they should just get the easiest way and jump onto the plane.

* Although, ~~the~~ a plane from Newcastle to Amsterdam might be a little pricey, not a lot of people may be able to afford that. So my second choice would have to be the ferry. It looks quite short, maybe not as short as the plane looks, but it definitely looks shorter than the rail way track.

* The bad thing about taking the quicker routes is that they are more than likely dearer than the longer route and not all children from 15-16 work to get this money so their families will have to pay it for them.

* Another thing about the airplane journey is that there is a chance where your bags might get lost + this has a good chance of happening especially with 43 people going to the same place. The ferry also is an overnight stay + can be very boring for ages 15-16 to stay on it.

* My opinion would probably be to take the rail not because it is the fastest (because it's the slowest) but because it will probably be cheaper than the other methods of transport + all the children will be able to afford it.

This was awarded Level 2, 5 marks. The response is an evaluation. It is well reasoned and considers the options in relation to the school/students throughout.

Here is an example of a response that gained marks in Level 3:

Evaluate the most suitable transport option for the school and the students.

(8)

There are positives and negatives to every point however my initial judgement is that ferry would be best. I think this because it would be cheap so even poor children could afford it and the school can afford the 5 staff members going. Furthermore they can hire their transport of a coach with them so they have transport on the other side. However going by ferry can be quite slow and children could get sea sick on the way. In addition it is weather dependant so there could be delays which would be a poor start to the holiday.

Option 2 includes getting a flight, however plane tickets can be quite expensive which might not be an option for some funding financially. Also the security queues are slow and some children might get scared either by flying or the fear factor of terrorists. However it would be quick once they are in the air and since there is no delay the direct flight would be quick. Furthermore planes have a good safety record which would be useful to a school doing a risk assessment for the trip.

Option 3 includes going by rail. This seems to be the longest route which might be scary for children aged 15 to 16. Furthermore the Eurostar can be quite expensive and sometimes unreliable due to delays. However the students would be able to sleep, stretch

read or sit on the train which would make it more enjoyable for them. In addition, trains have a good safety record so that would appeal to people doing risk assessments or over protective parents.

In conclusion, I do not think option 2 is the best since it is too expensive for some families, and option 3 might be quite slow so I think option 1 is the best since they can have transport on the other side and it is cheap so that appeals to poorer families.

This was awarded full marks. It is balanced and in detail. A range of advantages and disadvantages for each option are considered and all points are valid. The focus throughout is clearly on the school and students. With a justified conclusion that is well applied this is an exemplary response and the learner well deserves full marks.

Summary

Based on their performance of this paper, learners should:

1. Study the specification to ensure all aspects that could be tested are known in particular key organisations within the sector and their roles and characteristics. The difference between products/services and roles. Also be familiar with the nature of interrelationships between organisations including advantages and disadvantages of mergers, takeovers, corporate groups. Understand how to achieve sustainable tourism in a variety of different contexts and scenarios.
2. Know the language and all the content terms within the unit specification and be prepared to be tested on them.
3. 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. Do not rely on mark scheme sample answers in the examination, question papers are carefully designed to vary each series.
4. In the examination, read each question carefully, preferably twice.
5. Observe the marks available and answer accordingly especially in multiple response questions worth two marks. 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.

6. Re-read answers back and then check it answers what the question has actually asked.
7. If a scenario is given use the information to answer the question to show application of understanding and knowledge.
8. 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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