



Examiners' Report/ Lead Examiner Feedback

June 2015

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

Unit 7: Travel and Tourism Business
Environments (21627E)

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June 2015

Publications Code BF041017

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Introduction

This report has been written by the Lead Examiner for the BTEC unit, Travel and Tourism Business Environments. 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 series for Unit 7 Travel and Tourism Business Environments. It was pleasing to see how many learners attempted the majority of questions. In particular, examiners were pleased with the range and application of responses in the more challenging questions - Q8c and Q9.

Generally, learners were able to show an understanding of types of business ownership, interpretation of data and performed well on the multiple choice questions. Learners appear confident with learning aim A in the specification.

However, it should be noted that examination technique was not as effective as it could have been in this exam series. Appropriate practice and preparation for external examinations should be a priority for tutors and centres using all of the information available.

Often questions asked learners to explain **two** ways, or provide **two** reasons, but many learners limited the number of marks they could be awarded by only identifying one way or one reason and not providing a linked explanation or expansion to achieve the additional two marks.

Learners found some difficulty with the terminology used within the paper although the same terminology is used within the specification. For example 'trends' 'expertise' and 'subsidiary company'.

Feedback on specific questions

Q1(a)

This was a multiple choice question relating to the size of travel and tourism businesses. The majority of learners were able to identify that the business size was a 'micro-enterprise'.

Q1(b)

A multiple choice question where the majority of learners identified that an 'accounting department' would help a business owner with managing their financial records.

Q1(c)

This was a multiple choice question. Learners were given a scenario with information about the bed and breakfast ownership (sole trader), they were asked to identify another type of business ownership. The majority of learners were able to identify the correct answer as 'partnership'.

Q1(d)

This question required learners to give two advantages of being a sole trader. Many learners were able to gain one out of the two marks available. Common responses included 'keep all profit' and 'make all the decisions themselves'. Many learners repeated their first response with a second response that was too similar to be credited again, for example 'make their own decisions' and 'they are their own boss'.

Q2(a)

Many learners were able to gain at least one out of the two marks available. Learners were given one function of a customer service department, which was dealing with customers. Learners were asked to demonstrate their knowledge of the functions of a customer service department by providing two other functions. The most common response from learners was 'deal with complaints'. Other correct responses seen included 'dealing with customers who don't speak English', 'handling refunds' and 'helping customers with special needs'. A minority of learners repeated the example given in the question, which led to no marks being awarded. Centres may wish to consider this issue when teaching learners exam technique.

Q2(b)

This question was not answered well by the majority of learners, possibly because they didn't understand the term 'PLC'. Many learners thought this meant that the business was owned by the public sector. Correct responses included 'sell shares on the stock exchange to raise extra money' and 'if you put money in you have limited liability'.

Q3(a)

This question was well answered with the majority of learners gaining the mark available. Learners clearly understood the cultural trend 'dark tourism'. Learners gave examples such as 'visiting a place where a disaster has happened', 'visiting a site like ground zero for tourism' and 'a destination where tragedy or death has occurred in the past', all of which were credited.

Q3(b)

This question was not answered well by the majority of learners, although when they did score marks, learners would gain both marks or none at all. It appears that learners struggled with the term 'cultural trend'. Common incorrect responses included 'going on a pilgrimage' and 'visiting religious sites'. Learners gave examples such as 'pink tourism', 'heritage tourism' and common responses included 'sport tourism' and 'health tourism', all of which were credited.

Q4(a)

This was a multiple choice question with the majority of learners gaining one mark from the correct response 'mystery shopper'

Q4(b)

This question was not well answered by the majority of learners. A small proportion of learners gained the one mark available. Learners were asked to give one advantage of using an external business to carry out their market research, with expertise being the focus of the question. Learner responses focussed on them being 'specialists', 'experts' and 'know what they are doing', which were not credited. The focus of the question was testing 'expertise' and how this can be an advantage to a business. The most common correct response seen was 'they are not biased'.

A response which did gain one mark:

The manager of the TIC decides to use the expertise of an external business to carry out the market research.

(b) Outline one advantage for the TIC of using the expertise of an external business to carry out the market research.

(1)

Non-Biased so its a true representation
so its a fair research

Limited responses may be due to an underdeveloped exam technique that should be addressed by centres when preparing learners for exams.

Q5(a)(i)

A large majority of learners were unable to gain the mark here because they did not know what a subsidiary company is. Incorrect answers ranged from 'an extension of the original brand' to 'a company that is set up for a short period of time to make extra profit'. Correct

responses included 'small company owned by a bigger company and has the same owner' and 'another company added on but owned by the same owner'.

Q5(a)(ii)

A significant majority of learners were unable to gain the mark here because learners did not appear to understand how a business could change its structure. This question required a direct recall answer from the specification. The majority of learners gave incorrect responses on how the staffing structure could be changed not the business structure; including 'matrix' and 'hierarchical'. The most common creditable responses were 'mergers' or 'takeover'.

Q5(b)

Learners engaged with the scenario and, although this was quite a challenging question, often gained one mark out of the four available. Many learner responses were limited to 'cycling is more popular now' or 'can widen its target market', both responses were credited with one mark. Incorrect responses included 'to gain more profit', 'to have more customers' and 'create more sales', these responses were not credited with a mark. No marks were awarded for these responses because creating a new business would not mean that Wow-cycling would make more money or get more customers initially, this may happen in the future but is not a valid reason for creating a new business. Learners could identify a reason why Wow-Walking has created Wow-Cycling but could not clearly explain why this would benefit Wow-Walking.

For example:

(b) Explain **two** reasons why Wow-Walking has created Wow-Cycling.

(4)

1. So that they can attract customers who enjoy cycling rather than walking or hiking.

2. Many people would like to try new things, maybe people who are disabled and cannot walk would benefit from this more.

The response above gained one mark for identifying that Wow-Walking would diversify to a new target market. Had the learner gone on to say that this reduces the reliance on the popularity of walking holidays and can be another way for Wow-walking to diversify, then the learner would have gained the additional mark and credited the learner with two marks.

Q6(a)(i)

A multiple choice question where the majority of learners could accurately identify the correct response '2011' from the information provided in the graph.

Q6(a)(ii)

A multiple choice question. The majority of learners were able to use the information in the graph to identify '24 billion' as the correct response.

Q6(b)

Many learners were able to gain one out of the two marks available. Learners were asked to give two reasons for the decrease in visitor spend between 2009 and 2010. This question required learners to use their knowledge of economic trends and reasons why a reduction in visitor spend may have occurred during this time frame. The most common response seen was 'recession', with learners also able to give answers such as 'reduced visitor numbers', 'less disposable income' and 'unemployment', all credited with one mark.

Q6(c)

This question was not well answered. This question was a direct recall from the specification. Learners did not appear to understand the term economic trend. Many learners repeated the example provided in the scenario 'change in visitor spend' or repeated the responses given in the previous question - Q6b. Correct responses included 'change to disposable income' and 'employment rates'.

Q7(a)

Many learners were able to gain one out of the two marks available. The most common correct response was 'themed cruises'. Other popular responses focussed on specific demographic groups; activities for children onboard, surf pool for teenagers, all credited with one mark.

One response that gained two marks:

7 The number of tourists taking a cruise holiday is an example of a changing trend.

(a) Give **two** ways that the cruise industry has developed products and services in response to changing trends. (2)

1 It has made it more comfortable for families by adding in cinemas, play pens.

2 Cruise ships has inputted wifi which is appealing to all age groups.

Q7(b)

This was a multiple response question which was well answered with a significant majority of learners gaining the maximum two marks available. Learners were able to identify correctly two trends from the table 'the total number of cruise passengers has increased each year' and 'the number of UK port passengers has increased each year'.

Q7(c)

This question was not answered well by the majority of learners. A minority of learners achieved one out of the four marks available for this question. Many learners did not appear to understand what was expected for this question. The question required learners to focus on fly cruise statistics which were variable and provide reasons as to why. Many learners quoted trends taken from the previous question or quoted statistics directly from the table, some learners gave advantages of a fly-cruise.

One response that gained two marks:

(c) Explain **two** reasons for the change in the number of fly-cruise passengers.

(4)

1. Cruises started to get more popular and they were more affordable and suitable for families to take their children.
2. there was more disposable income so people had more money to spend on things like this.

Learners did not appear to be able to interpret the data in the table accurately; therefore they were at a disadvantage immediately. Centres should try to ensure that learners are able to interpret data and trends from tables and graphs accurately.

Q8(a)

Learners were able to engage with the scenario and gained one or two marks. Learners had a lot of ideas, yet had limited knowledge of what social media is and how a business can use it to their advantage. Often learners provided two ways that social media could be used, but did not expand on their response to explain how the social media can be used to respond to the threat of competition.

A typical two mark response:

8 Firefly Airways operates domestic and short-haul flights across Europe. It is concerned about increased competition from rival airlines and is going to use social media to respond to this threat.

(a) Explain **two** ways that social media can be used by Firefly Airways to respond to the threat of competition from rival airlines.

(4)

- 1 They can post advertisements to attract customers. They can do this by putting up pictures of packages they offer.
- 2 They can also use a social media site such as twitter to reply to any questions people may have.

The responses above show the learner was able to identify two ways social media could be used and is applied to Firefly Airways, however, there is no explanation of how the social media will help respond to the competition.

Learners who did score three or four marks could fully explain two different ways social media could be used to respond to the competition. For example:

8 Firefly Airways operates domestic and short-haul flights across Europe. It is concerned about increased competition from rival airlines and is going to use social media to respond to this threat.

(a) Explain **two** ways that social media can be used by Firefly Airways to respond to the threat of competition from rival airlines.

(4)

- 1 They can use social media in order to (comp) communicate with their customers better for example joining a site such as facebook allows millions of people to become aware of (this) by firefly airways and they can inform people of different offers or flight deals they may have.
- 2 Customers will be able to research and find out more about Firefly Airways and therefore more people or customers will be interested in booking flights with them.

The response above was awarded three marks in total. The first point was awarded one mark for how social media could be used to raise awareness of special offers and deals, this was not given a second mark as there was no expansion on how this would help Firefly respond to the competition. The second point was awarded one mark for use of Facebook

to attract followers, the second mark for this point was awarded for explaining that it is a way of communicating with customers and building relationships.

Q8(b)

A small number of learners achieved one out of the two marks available for this question. It would appear that learners did not read the question or fully understand what was required to gain the maximum two marks. A significant percentage of the answers focussed on the airport and not the airline. Learners gave incorrect responses such as 'the airline could buy the airport' and 'the airline could send its staff to help out while the strike is on'. Some of the suggestions for business opportunities were not practical.

One response that gained one mark:

Firefly Airways uses a number of European airports. It has been informed of potential strike action by staff at one of these airports.

(b) Explain **one** way the strike action could provide a business opportunity for Firefly Airways.

(2)
Located in different airports and
Some may not have strike so
Can still make an ~~ibex~~ increase
of business opportunity while other
airlines miss out if not located in other
places ~~as~~ destinations.

The response above gained one mark for stating that Firefly is located in other airports which may not be on strike therefore providing an opportunity. If the learner had then gone on to say that this may lead to customers choosing Firefly over the competition as they can fly to a nearby airport, then a second mark would have been awarded.

Q8(c)

Many learners gained one or two marks out of the four marks available. Learners had some good ideas, including 'selling extra items on board to make more profit', demonstrating that they understood the context of the question.

A typical two mark response:

Firefly Airways offers all passengers a free snack on their flights. Passengers on flights of more than three hours are also offered a free hot meal.

The airline has seen a reduction in profit due to the rising cost of food. It wants to continue to offer a free food service to customers whilst maintaining profitability.

(c) Explain **two** ways Firefly Airways can continue to offer a free snack and meal service whilst maintaining profitability.

(4)

1. Only serve to people with longer flight time, this then saves money reducing the ~~customers~~ amount of customers eating the meals.
2. Charge for the meal if the customer wants food before, for example, 4 hours, therefore making a profit.

The first point above shows the learner has identified a way to carry on offering the free snack and meal service and provided a linked explanation as to how this will maintain profitability. The second point is not valid and did not gain any marks.

Learners who scored three or four marks could more fully explain two different ways connected to the scenario and could link this to maintaining profitability for the airline. For example:

Firefly Airways offers all passengers a free snack on their flights. Passengers on flights of more than three hours are also offered a free hot meal.

The airline has seen a reduction in profit due to the rising cost of food. It wants to continue to offer a free food service to customers whilst maintaining profitability.

(c) Explain **two** ways Firefly Airways can continue to offer a free snack and meal service whilst maintaining profitability.

(4)

1. By merging their company with a supplier so that they can get big supply numbers for a small price.

2. They could also buy cheaper brands of the product they are selling so that they will have more money left over.

This response gained four marks for identifying two ways that Firefly could continue to offer the snack and meal service and different explanation points of how these ways could help maintain and even increase profitability.

Q9

This last question was a different format from others in the paper. This question provided learners with the opportunity to demonstrate their ability to discuss how an existing visitor attraction could respond to the threat of a new indoor visitor attraction located close by.

This question was answered well, with learners providing an array of ideas of how Go Wild Zoo could respond to the opening of Smugglers Cove. It was pleasing to see that the significant majority of learners attempted and gained marks on this question.

- Some learners gave one suggestion of how Go Wild could respond and focussed their response on this, but simply repeated the point several times rather than expanding on how it could help Go Wild respond to the threat from Smugglers Cove.
- Some learners misunderstood the scenario and thought that Smugglers Cove had to respond to the threat of the existing attraction, Go Wild Zoo. This meant that no marks were awarded.

- Learners often didn't expand on their points, therefore no points were discussed were given.

The response below gained three marks. The learner answered the question with one relevant point made, there is some confusion and unrealistic ideas within the response and there is some repetition from the scenario.

- 9 Keld-on-Sea is a popular seaside resort attracting visitors throughout the year. A new visitor attraction, Smuggler's Cove, has recently opened in the resort.

Seaside resort transformed by Smuggler's Cove – a 3D interactive visitor experience!

An action packed, indoor attraction has just opened to fantastic reviews.

The family friendly, interactive experience provides visitors with a 3 dimensional (3D) animated movie, a soft play area, game zone, gift shop and food court.

It is hoped the attraction will draw over 800,000 visitors a year, adding up to £30m of revenue to the resort's economy.

Go Wild Zoo is a popular visitor attraction in Keld-on-Sea. The owners of the zoo are concerned about the recently opened Smuggler's Cove and the impact it will have on their business.

Discuss how the owners of Go Wild Zoo can respond to the opening of Smuggler's Cove.

(8)

Go Wild Zoo can offer Smuggler's Cove a partnership in deals such as promoting each other's ~~deals~~ businesses and when customers visit each other's attractions they can offer them discount cards when they next visit the opposing business which can help attract business to them. Go Wild can also benefit from this as ~~they~~ Smuggler's Cove are hoping to attract over 800,000 visitors a year and also adding up to ~~£30~~ £30 million revenue to the resort's economy. As the Zoo and Smuggler's Cove are in the same resort this is benefiting them on this and also the ~~£30,000~~ 800,000 visitors can help the Zoo as well. ~~The visitors~~ may see the Zoo and visit them as well. So it's promoting a rival business in a way.

but the disadvantage the owners may argue against this is that they may not be making enough money to survive financially on from Smugglers cave financial success. The owners may ask Smugglers cave to close for a certain day for a chance the Zoo can make money attracting customers towards their business as well.

Another response the owner could have is for the Zoo to move next to Smugglers cave so customers are saving time viewing their business as well not just Smugglers cave.

(Total for Question 9 = 8 marks)

Three out of the eight marks available.

The response below was awarded 6 marks out of a possible 8. The learner has structured their answer and discussed a range of relevant points. The answer considers how the public will perceive the attraction and what Go Wild Zoo can do to remain competitive. The points raised are relevant to the scenario and support the learners reasoning.

- 9 Keld-on-Sea is a popular seaside resort attracting visitors throughout the year. A new visitor attraction, Smuggler's Cove, has recently opened in the resort.

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Discuss how the owners of Go Wild Zoo can respond to the opening of Smuggler's Cove.

(8)

The owners of Go Wild Zoo can ~~be~~ Lower prices so that the prices are Lower then Smugglers Cove.

The zoo can also add more New animals to the zoo to draw in more customers/tourists which want to see the new animals*

The Go Wild Zoo can also have discounted days were if you spend over a certain amount of money on tickets you can recieve free ticket for another person or have 20% off when they visit the zoo next

They can also advertise on

billboards, Radio Stations, T.V. adverts and also on social Media Network sites such as Facebook and Twitter, which can help Target Audiences of all different ages to go to the Zoo.

*They can also refurbish parts of the Zoo so that tourists & customers come and see the improvements.

Summary

Based on their performance of this paper, learners should:

- Be aware that there is an hour to complete this paper and plan time accordingly. The lengthier questions come towards the end of the paper so more time could be allocated for later questions.
- Be aware that all parts of the specification will be tested during the life of the qualification.
- Know the terminology and key terms within all learning aims 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 the types of business ownership; functions of internal departments within travel and tourism businesses, advantages of using an external organisation to carry out functions on behalf of a business; understand trends in the travel and tourism sector and provide examples; business structures including how a business can change its structure; knowledge 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 e.g. outline, explain.
- 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 are 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. Use all of the information supplied such as statistics.
- Exam technique is important and appropriate preparation will ensure that learners approach the exam more confidently and with knowledge of how to respond to different types of questions.

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