

Examiners' Report/ Lead Examiner Feedback

June 2016

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

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

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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 fifth examination series for Unit 7 Travel and Tourism Business Environments. It was pleasing to see how many candidates attempted the majority of questions.

Examination technique was not as effective as it could have been. Appropriate practice and preparation for external examinations should be a priority for centres using all of the information available. The paper was wide ranging in terms of grades to be awarded.

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 providing one explanation or reason.

Learners found some difficulty with the terminology used within the examination although the same terminology is used within the specification, for example 'trends', 'seasonal variations', 'vertical integration' and 'takeover'. Learners particularly struggled with vertical integration and often confused their responses with horizontal integration.

A lack of general knowledge hindered learners' performance within paper, most notably within Q6b and Q10. Whilst learners should be taught the contents of the unit specification, this should link to real life events within the travel and tourism sector where possible.

Feedback on specific questions

Q1 (a)

This was a multiple choice question worth one mark. Learners were asked to identify a type of holiday. It was pleasing to see the majority of learners gained the mark for correctly identifying tailor-made as a holiday type.

Q1 (b)

This was a multiple choice question worth one mark. Learners were asked to identify one government intervention that can affect travel and tourism businesses. This was not as well answered as Q1 (a). Common incorrect answers provided were 'Riots' and 'Seasonality', with the correct answer being Taxation.

Q1 (c)

This question was not well answered by many learners. Learners were asked to state a recent trend in the accommodation sector. The majority of learners misunderstood what they were being asked to do, and simply stated types of board basis, e.g. self catering, bed and breakfast etc. Few learners were able to state recent trends such as Glamping, Boutique/Niche Hotels.

Q1 (d)

This was not well answered by many learners. This question tested straightforward knowledge of trends. Learners were asked what type of trend is the declining youth market. Few learners were able to correctly identify 'Demographic'. The majority of learners incorrectly stated 'Economic' or just repeated the question.

Q1 (e)

This question was not well answered by many learners. Learners struggled to give a way in which increased levels of disposable income can affect the travel and tourism sector. The less able simply stated more money to spend when on holiday. For those candidates that scored one mark, the most popular answer was increased demand for holidays/more disposable income to book a holiday.

Q2 (a)

The majority of candidates were able to pick the correct answer from the graph and score the available mark - 2012.

Q2 (b)

The majority of candidates were able to pick the correct answer from the graph and score the available mark – Tower of London.

Q2 (c)

The majority of candidates were able to pick the correct answer from the graph and score the available mark – 1,500,000.

Q3 (a)

This was a multiple choice question asking learners to identify the type of business ownership. The majority of learners were able to provide the correct answer of (A) Private limited company.

Q3 (b)

This was a multiple choice question asking learners to identify the geographical scale of business operations. This was not well answered by several learners. Many learners incorrectly answered (B) Regional or (D) Multi-national, with the correct answer being (A) Local.

Q3 (c)

This question linked to business functions and the Human Resources Department. A significant number of learners did not score any of the available two marks. Few learners could correctly state one function of human resources. There were very few who could correctly state two functions of human resources, scoring the available two marks.

One response that scored the two marks available:

Sherwood Hall has a human resources department.

(c) State **two** functions of a human resources department.

(2)

1 Recruiting staff/Recruitment

2 Training staff

Q3 (d)

This question was not well answered by learners. Learners did not understand the advantages of being an SME. Learners were however, able to refer to SME's employing up to 250 employees. However, very few were able to go beyond this.

One response that scored the two marks available:

Sherwood Hall is an example of a small and medium enterprise (SME).

(d) Explain **one** advantage of Sherwood Hall being a small and medium enterprise.

(2)

Small to medium enterprise is from ~~30~~ two people to 250 people. These companies are normally fast and the communication is very good. Easier to meet customer's needs faster.

(Total for Question 3 = 6 marks)

Q4 (a)

This question was not well answered. A significant number of learners scored 0 marks. The more able learners were able to give an example of an external service used by travel and tourism organisations. The most popular responses were advertising and promotion, and accounting/administration.

Q4 (b)

This question linked to external services and market research. A significant number of learners did not score any of the available two marks. Few learners could correctly state one way in which travel and tourism organisations use market research. There were very few who could correctly state two ways, scoring the available two marks.

One response that scored the two marks available:

(b) State **two** ways in which travel and tourism organisations use market research services.

(2)

1 They can use ~~myself~~ mystery shopper where you get someone external to go into a business and look and they ~~is~~ are and ~~is~~ are will deals.
2 Also they could do surveys in around find out what the public think.

Q4 (c)

This question was not particularly well answered. A significant number of candidates scored 0 marks. For those candidates that scored one mark, the most popular answer was 'cost'. Very few learners were able to score the full two marks available for this question.

One response that scored one mark:

(c) Explain **one** disadvantage of using external services to carry out market research.

(2)

it would cost alot of money for the company for a job they could do them selves, it may take up time and space for the business ~~itself~~ itself

(Total for Question 4 = 5 marks)

Q5 (a)

Unfortunately very few learners were able to define the term takeover. Exam technique should be to advise learners to define using different vocabulary than just 'takeover' of one company by another. Many learners repeated the information provided within the stem.

One response that scored the one mark available:

5 Travel and tourism businesses have to respond to new opportunities and threats.

One way to respond is by changing the business structure. An example of a change in business structure is a takeover.

(a) Define the term takeover.

(1)

When one ~~company~~ ~~business~~ business buys an other business

Q5 (b)

Unfortunately very few learners could correctly describe one example of vertical integration. Learners should become familiar with examples of both horizontal and vertical integration, both from understanding what is meant by each type of integration, and by being able to provide an example within each type. Types of integration are fundamental elements of the travel and tourism industry.

It is clear that the majority of learners are not aware of the changing structure of a business. As previously mentioned, these are fundamental elements of the travel and tourism industry, and learners should have an understanding of the business structure.

One response that scored the two marks available:

Vertical integration is another example of how a business can change its structure.

(b) Describe **one** example of vertical integration.

(2)

Vertical structure is when a business purchase or merges with another business, for example an airline purchase a travel agency.

(Total for Question 5 = 3 marks)

Q6 (a)

Learners were provided with a table showing the number of domestic trips taken in England between 2011 and 2014. Learners were asked to identify two trends in domestic tourism in England during this timeframe. Unfortunately a number of learners simply stated the type of trip, e.g. Overnight trips, bed nights, and therefore could not be awarded a mark. The more able learners were able to identify an increase in overnight trips, a decrease in bed nights.

One response that scored the two marks available:

6 (a) Identify **two** trends in domestic tourism in England between 2011 and 2014.

(2)

- 1 The Overnight trips have decreased.
- 2 The Bed nights have decreased too.

Q6 (b)

This question was linked to the 6a whereby learners had to explain two reasons for the changes in domestic tourism in England between 2011 and 2014. A significant number of learners scored 0 marks due to mainly repeating their responses provided within 6a. Learners appeared to have a lack of general knowledge about the economic history within the UK especially in terms of recovering from a recession.

One response that scored three out of the four marks available:

(b) Explain **two** reasons for the changes in domestic tourism in England between 2011 and 2014.

(4)

- 1 One reason why ~~foreign~~ visitor spend may be going up is because Britain is coming out of the recession therefore people have more disposable income to spend on trips.
- 2 less people may be going on overnight trips as ~~there are less~~ the employment rate is going down therefore people have less disposable income and less people on business trips.

The learner has provided a valid way and explanation in the first response; by identifying visitor spend increasing due to having more disposable income since coming out of a recession, two marks awarded. The second response refers to people taking less overnight trips due to having less disposable income, one mark awarded.

One response that scored two out of the four marks available:

(b) Explain **two** reasons for the changes in domestic tourism in England between 2011 and 2014.

(4)

- 1 A reason for the changes in domestic tourism in England between 2011 and 2014 could be due to the Olympics being in London in 2012 so more people went on from the UK went on holiday in the UK ~~not~~ UK rather than abroad due to the Olympics.
- 2 Another reason for the changes in domestic tourism could be that from 2013 more people wanted to go on holiday due to the weather abroad being different or more people wanting specific holidays such as extreme sports.

The learner has provided a valid way and explanation in the first response, by identifying the 2012 Olympics meaning more people would want to holiday in the UK rather than abroad, two marks awarded. The second response refers to people wanting to go on holiday abroad due to the weather. The learner has not provided a way and an explanation so therefore have been awarded 0 marks.

Q7

This question was not well answered due to learners misreading the question. Learners were generally unable to explain ways in which film and television could influence the development of new products and services in the travel and tourism sector. Many learners missed gaining marks by focusing on advertising products and services.

One response that scored two out of the four marks available:

7 Film and television are two types of media that have an influence on products and services in the travel and tourism sector.

Explain **two** ways that film and television can influence the development of new products and services in the travel and tourism sector.

- 1 A ~~Ealing~~ film can influence ^{the} development of new products and services by having a certain ~~show~~ ^{film} set in a place which interests people to go because a movie was filmed there.
- 2 TV can influence it also by having shows set in Newcastle for example which can create merchandise for the travel and tourism sector.

The learner has provided two separate valid ways but with no explanation in either response. First valid way; film set in a place which would interest people, one mark. Second way; TV shows set in Newcastle which could create merchandise for the sector, one mark for new merchandise.

One response that scored one out of the four marks available:

7 Film and television are two types of media that have an influence on products and services in the travel and tourism sector.

Explain **two** ways that film and television can influence the development of new products and services in the travel and tourism sector.

- 1 film placement can dictate where someone would like to go on a holiday for example if a film is set in Rome and the viewer sees the beautiful architecture they may want to visit Rome.
- 2 The news ~~is~~ on television can affect the travel industry as reports on an area could make people want or not want to go to an area.

The learner has provided one valid way with no explanation in the first response; a film set in a place could dictate holiday choices, e.g. Rome. The second way is more about using the television to inform people through the news, 0 marks awarded.

Q8

This question was not well answered due to learners not understanding the term off peak. Learners were generally unable to explain ways in which Winter Town could develop its products and services during the off-peak season. Many learners focused their responses on advertising deals, creating a café,

One response that scored three out of the four marks available:

- 8** Winter Town is a visitor resort in the Scottish Highlands. It offers visitors a range of winter-themed activities such as ice skating, snowboarding, snow mobile rides and igloo building.

Winter Town's peak season is usually from November to March.

Explain **two** ways that Winter Town's resort could develop its products and services to encourage people to visit during the off-peak season.

1 Winter Town could make an all year around ice skating rink and ^{during} the off peak season ~~put~~ put up new ^{discounts like} ~~sales~~ or family discounts to encourage more customers.

2 While it's the off peak season and less snow they could do hikes ~~or~~ for more active customers, that will bring new customers.

The learner has provided valid way with no explanation in the first response, by suggesting an all year round ice skating rink, one mark. The second response includes a valid way of offering hikes during off-peak for more active customers, which will attract new customers, two marks awarded.

One response that scored one out of the four marks available:

- 8** Winter Town is a visitor resort in the Scottish Highlands. It offers visitors a range of winter-themed activities such as ice skating, snowboarding, snow mobile rides and igloo building.

Winter Town's peak season is usually from November to March.

Explain **two** ways that Winter Town's resort could develop its products and services to encourage people to visit during the off-peak season.

- 1 Winter Towns could develop it's products and services by offering different perks and deals to attract customers during off peak season. For example making group tickets cheaper
- 2 Offering accomodation and other facilities such as a spa to appeal to customers making them want to pay and stay, the people who stay may recommend to others

The learner has provided a valid way with no explanation in the second response, by suggesting Winter Town offer facilities such as a spa, one mark.

Q9 (a)

This question was poorly answered by learners. A significant number of learners scored 0 marks out of the available two marks. For most of the learners who scored one mark, it was for the identification of limited target market.

One response that scored one out of the two marks available:

9 A-to-Business is a travel agency that provides services to business travellers over the telephone. It has a call centre employing over 30 specialist travel advisers.

(a) Explain **one** reason why only appealing to business travellers is a business risk.

(2)

It is very limited to one specific customer,

Q9 (b)

This question was attempted by the majority of learners. It was not very well answered with many answers not being able to provide a reason why developing an online booking service could provide a business opportunity to a business. Many learner responses focused on the benefits to the customer and not opportunities for A-to-Business. A number of learners stated that staff would be reduced saving A-to-Business money; saving money being a repeat of the stem.

Learners who scored one mark were able to identify that the stated business could gain a competitive advantage over other businesses/promote products and services anytime, anyplace but few went on to explain how these idea would provide a business opportunity.

One response that scored two out of the four marks available:

(b) Other than saving money, explain **two** reasons why developing online booking services provides a business opportunity for A-to-Business.

(4)

1. It allows them to book online rather than through a telephone. This means that travellers can on the website before making a final decision.

2. It also gives visitors more independence as and the use of the internet allows their online booking systems to go viral as it can be shared through popular social networks like Facebook in order to attract new business travellers. Competitions can also be made online.

(Total for Question 9 = 6 marks)

The learner has not provided a valid way and explanation in the first response, 0 marks. In the second response the learner has explained that the internet will allow A-to-Business to go viral as it can be shared through social networks, two marks awarded.

Q10

This question allowed learners to demonstrate their knowledge and understanding of how a cycling event could impact travel and tourism businesses in Wales.

Learners generally struggled with the impacts on businesses and had a tendency to focus their responses on the impacts to locals and visitors to Wales. The less able learners suggested families with children could join in with the cycling tour. Other less able learners paraphrased the information given in the question.

Several learners discussed the increase in accommodation bookings and that hotels may need to employ more staff to cope with the increased demand. Some learners identified an increase in visitor spend in shops and restaurants.

Some of the more able learners were able to recognise that there could be economic investment as a result of the event. These learners also identified an increased awareness of Wales and potential repeat visitors/recommendation to others.

Overall there was a lack of general knowledge and world events. Whilst the Tour de Wales was fictional it was based on the Tour de Yorkshire which was subsequently based on the Tour de France. Learners did not have an overall understanding of such events and the scale of them.

The majority of candidates scored Level 1 marks for this question. The response below is a typical level 1 answer.

Evaluate the impact this event could have on travel and tourism businesses in Wales.

(8)

Because there are other events planned ^{and} around Wales this may ~~decrease~~ decrease the number of people watching the Tour de Wales. The Tour de Wales could however bring more money into accommodation, bars and restaurants. People staying or visiting Wales brings in more money. Although it could bring in more money, it might not be spent in area of Wales.

People visiting a certain place might like the area/place they have been to and visit it again at another time, (Repeat business).

The response below is a typical level 2 type answer. The learner has mentioned some impacts in the answer but not very much detail.

Evaluate the impact this event could have on travel and tourism businesses in Wales.

(8)

More people will be visiting Wales
in July 2017 because of the
Tour de Wales, so they will need
some where to stay. Accommodation
will be needed, so hotels and
B&B will be making more money
as people need them. Also as

This is a moving event, people might want to travel around wales with the race, so people will be taking more trains which can help ~~improve~~ ^{improve} trainline profits.

Even if people don't want to see the race, they might want to see the music festival, this will help improve tourism, as there might be some well known performers or singers.

Also as there is a street carnival, there might be little stalls from businesses in the area, this will help improve the small business as they will be come more well known, as people might not have known about them before. This will also get people to know about their products they are selling.

As many people will be there restaurants and shops will be helped as they will be making a ~~good~~ profit with all the new customer they will have.

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 types of business structure, the changing structure of a business, business functions, and trends in the travel and tourism sector.
- 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. 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

Grade Boundaries Unit	Max Mark	D	M	P	L1 P	U
21627 - Travel and Tourism Business Environments	50	41	30	19	8	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 an '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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Welsh Assembly Government

