



# Examiners' Report/ Lead Examiner Feedback

June 2014

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 UK Travel and Tourism Sector unit. 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. You will also find example learner responses from Level 2 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

## General Comments

This was the first sitting of this paper and it was pleasing to see that the majority of the learners attempted the majority of the questions. Examiners were pleased to see a broad range of responses had been attempted by the significant majority of learners. Responses demonstrated varying degrees of application to the travel and tourism sector.

However, it would appear that there are a significant number of learners who need to be better prepared for this examination. Not all learners appeared to have read the questions carefully or use their prior knowledge from working through the full unit specification.

The paper was wide ranging in terms of grades to be awarded. This generated a number of blank responses throughout the paper. 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 although the same terminology is used within the specification. For example, learners did not always demonstrate a secure understanding of the terms 'direct employment', 'sustainable tourism' and 'commercial partnerships'.

## Feedback on specific questions

### Q1(a)(i)

Almost all of the learners were able to gain a mark for identifying that a theme park is a purpose built attraction.

### Q1(a)(ii)

The majority of learners were able to state two products that a theme park offers to provide entertainment with "shows", "rides", "events" and "themed characters" being the most popular responses, which gained the learner two marks. The products and services needed to be specific to the theme park.

### Q1(b)

A significant majority of learners were able to gain a mark for identifying that one role of the CAA is "regulation and protection". Other learners were unable to identify the correct role as their knowledge of trade and professional bodies, their types and roles, appeared to be lacking and they just guessed at the answer.

### Q1(c)

A national tourism agency was given generically as one type of tourism development and promotion organisation. The learners were asked to state one **other** type of type of tourism development and promotion organisation such as a "regional tourist board", "tourist or visitor information centre" or "national and local government departments".

Unfortunately the majority of learners gave examples of national tourism agencies, such as Visit Britain or Visit England, so were unable to gain the mark available. Learners had not read the question properly and many had an insufficient knowledge of types of tourism and development agencies, as listed in the specification.

### Q1(d)

Learners were asked to state the role of passenger transport. Learners were in the main unable to make the connection to "safety" in their responses and were unable to gain the mark available here. This would appear to be because this part of the specification had not been covered or well understood by learners. Responses such as "keep passengers safe", "reliability", "punctuality" and "get there on time", gained one mark as being fit for purpose within the role of passenger transport.

### Q2(a)

Learners were asked to identify the **I** from the acronym **MICE**. The majority of learners were unable to do this so were unable to gain the available mark from this multiple choice question, with "incentive" being the correct answer. The incorrect answers chosen were mainly Indirect and Inclusive. It would appear that again this was a part of the specification which had not been covered in any great depth.

### Q2(b)

The majority of the learners were able to identify the name of the process, "economic multiplier/effect", "multiplier/effect", which describes direct spending by the business travellers from the scenario, to gain the available mark here.

### Q2(c)

A significant majority of learners were unable to gain a mark here because they could not define direct employment, did not apply it vocationally or made vague responses. This was a straightforward recall question. Incorrect answers ranged from "face to face contact with customers", "getting the job straight away" and "being directly employed". Responses such as "employment/jobs created by travel and tourism organisations", "direct employment means the job is directly involved with the travel and tourism industry such as a pilot or a receptionist in a hotel," were appropriate and gained the mark.

### Q2(d)

This was a more challenging question where often, if they did score marks, learners only scored 1 out of the 2 marks available. Learners seemed to have some knowledge of why the laundry company might hire a temporary assistant but were unable in their explanation to expand on the reasons for the temporary nature of the job in connection with the duration of the five day conference.

- ***Not enough people working in the laundry (1)***
- ***There was more business for the laundry (1)***

However, where learners did make the connection to the duration of the conference and connected to the need to hire temporary staff because of the increase in business, they were able to give a full and appropriate response with an explanatory point.

***The people who were attending the conference needed suits and clothes cleaned as they were staying for a few days (1) so the laundry needed more help until the five day conference was over. (1)***  
***They had more people using the laundry (1) so had to employ more staff. (1)***

### Q2(e)(i)

Where learners had learnt the principles of sustainable tourism they scored the full two marks. Often the responses were just a repetition of any principle of sustainable tourism or a basic response which had little or no relevance to the question. "Protect/ing the environment/look after natural and historical things for future generations" and "jobs for locals/create jobs for local people" allowed learners to gain the full two marks available here.

### Q2(e)(ii)

This was another challenging question where often, if they did score marks, learners only scored 1 or 2 marks out of the 4 marks available. The responses needed to be specific and linked to the conference. Learners would identify two ways but then often the full explanation was missing. Learners often focussed on eco-tourism rather than the way organisations can build on the success of the conference to make tourism in the local area of County Fermanagh more sustainable, eg:

- ***Government has more money from taxes to spend on roads, water and electricity. (1)***
- ***Promotion in the media will make people want to visit (1) which would give more money to local businesses. (1)***

One response that gained full marks:

***They can use the money to enforce eco buses that run on bio fuel. (1) This would be sustainable as it is looking after the environment, also it can be used by present tourists and future tourists. (1)***

***They can use the money to improve the infrastructure of the area, (1) this will provide indirect jobs and when the infrastructure is developed it may attract tourists and provide direct jobs which means it is sustainable as there are jobs for local people. (1)***

***This means that infrastructure such as roads can be used by present and future tourists.***

Two ways were not only identified but were then explained with a clear focus on the scenario and the application of sustainable tourism.

### Q3(a)

The majority of learners were able to gain the mark available from this multiple choice question by correctly identifying that The Heritage Trust was a "voluntary" organisation.

**Q3(b)(i)**

Another multiple choice question that asked the learners to identify two main functions of The Heritage Trust. The majority of learners were able to gain the two marks available here by correctly identifying as the correct main functions "Educate visitors" and "Promote preservation". A significant majority of learners scored well.

**Q3(b)(ii)**

The majority of learners were able to give one other source of funding, such as "donations", "grants", "legacies" and "sales of merchandise from the gift shop" to gain the mark available.

**Q4(a)**

A significant majority of learners were unable to gain the mark available here because they did not have a good knowledge about relevant ancillary organisations. Incorrect answers ranged from "ProCar", "Go Coaches", to just leaving the space blank. A significant number of learners had adapted the given example of 'car hire' to alternative forms of transport hire, e.g. 'boat or bike hire', which were not sufficiently different.

Responses which gained the full mark ranged from "airport services", "travel insurance/travel insurers" to "product comparison providers" and "currency exchange".

#### Q4(b)

This question was not well answered and a significant majority of the learners did not attempt a response. Knowledge of this part of the specification was lacking. Learners were asked to explain two ways that the specified commercial partnership can increase sales and income. Often one way was identified with no explanation or two ways were identified, but again explanation was lacking. To attain full marks, evidence of an understanding of an integrated travel solution connected to car hire at an airport, needed to be shown. Learners also confused the term commercial partnership with commercials, advertisements and marketing. For this examination series, responses where this occurred were credited as long as the response was specific to ProCar and Southampton Airport.

The first example response is a basic one with repetition of the stem and then identification of a way that the commercial partnership can increase sales and income. The next two responses show development of the ways identified and a clear explanation.

***It can increase sales and income as its most convenient for the traveller as they don't have to worry about bringing their own car as they can just hire one. (1)***

***People are flying to that airport and will need to hire a car (1) so they will go to that car hire company because it is easier so they will get an increase in customers and share the profits. (1)***

***They could also create a package (1) so that if they book flights then they have to book the car hire with it. (1) They could lower the price to bring in more customers (1), which will bring in more money. (1)***

#### Q5(a)

This was a multiple choice question. Learners were able to identify the purpose of a mobile application, correctly identifying "communication of information" as the correct response for the mark available. The majority of learners scored well on this question and it was apparent that they felt comfortable with the use of technology.

#### Q5(b)(i)

A significant majority of the learners were able to gain the two marks available through specific and relevant examples of technology that museums can use to help visitors with the interpretation of exhibits. "multimedia", "audio guides", "apps for iPhone/iPads", "simulations and virtual tours" were all creditable responses.

### Q5(b)(ii)

A significant majority of learners gained one out of the two marks available. They could provide a disadvantage for the museum of using technology to help with the interpretation of exhibits but failed to explain why the technology would be a disadvantage and therefore did not gain the second mark. However further development of exam technique could help the learners understand the requirements of question terminology to ensure they gain the second explanatory or descriptive mark.

- ***Will be expensive (1)***
- ***Technology can break down (1)***
- ***Some people/old people might not know how to use it (1)***

Responses that gained the full two marks and can be contrasted with the above responses:

***The initial cost is expensive (1) which leaves less funds for other things such as new exhibits. (1)***

***Some people might not know how to use the technology, therefore they won't go again (1) which means the museum will lose money. (1)***

***Technology costs a lot and can get damaged (1) so it is expensive to fix or replace and the museum will have less money for other things. (1)***

### Q5(c)(i)

The majority of learners were able to describe what an m-ticket is. Learners were again comfortable with the use of this type of technology. The key point was that the response should be focused on the tickets bought through a mobile device, not electronic tickets or tickets bought online. "Paperless tickets", "A ticket which is downloaded to your phone or device", "A ticket which you can access on your phone as proof of purchase" were all creditable responses. Where learners just repeated the stem or stated mobile tickets, no marks were gained.

### Q5(c)(ii)

A significant majority of learners gained the full two marks for this question. The responses were realistic and included an advantage of selling m-tickets for Go Coaches and an explanation. However, where learners focused on the advantage of selling m-tickets for the traveller or the customer and **not** the advantage for Go Coaches, they were unable to gain the marks available.

"Cheaper for the company", "More people are using mobile devices" and "Quick and easy to get the tickets to customers" all gained one mark. Learners should be

encouraged through effective exam preparation to read each question carefully and be clear about the exact focus. This is all part of developing the learners' exam techniques and skills.

Responses which gained full marks and are in contrast to the previous one mark responses:

***People won't lose their tickets and it will be much quicker way which will save Go Coaches money (1) because they won't have to print off tickets. (1)***

***They will get more customers because most people have phones (1) so it will be easier for Go Coaches to get the tickets to their customers. (1)***

### Q6(a)

This question was well answered and the majority of learners were able to engage with the scenario. A significant majority of the learners were able to give two advantages of camping for people going to the festival for the two marks available here. "Good value for money", "Reduces travelling time", "Can be there for the full three days" were all responses which gained full marks.

### Q6(b)

A significant majority of the learners scored one mark out of the possible two available because they gave one way that camping can be made safe for families with children at the festival. Many did not go on to explain how their chosen way would make camping safe for families with children at the festival. Where responses focused on general health and safety issues and aspects of camping with no application, marks could not be awarded. Learners gave responses based on general knowledge, rather than make an effective analysis of the given scenario.

In the responses where both marks have been awarded, the learners have identified one way camping can be made safe for families at the festival and then gone on to explain why. These are linked responses showing a thought process where the explanation is clear which words such as "so..." and "which increases..." This is another example of where exam practice and preparation would help the learners identify which questions require more depth and detail in their answer.

***They could have security guards to make sure no one goes missing. (1)  
Have a separate campsite that only families are allowed to camp on. (1)***

This is in contrast to the following developed explanations.

***There are normally people patrolling the campsite (1) so if the children did get lost, they would find them.***

***Provide designated family camping areas (1) which increases levels of security with controlled entry and exit. (1)***

## Q7

This was a demanding question and was not well answered overall. A significant majority of learners either did not attempt a response or gave a very basic one, suggesting that knowledge of this part of the specification was lacking and the learners were demonstrating poor examination techniques and skills. Where the learners repeated the stem of the question or simply focused on the success of Budget-Stay being as a result of being cheap/low cost/lots of hotels across the UK, they were unable to gain any of the marks available. When studying the specification, all types of accommodation and the reasons why people stay in them should be considered, as well as the advantages and disadvantages. Learners need to be comfortable and familiar with the knowledge base required for this examined unit so they can make realistic connections with the question and be able to apply this broader knowledge to the given scenario. This will come through practice and preparation by the learners and in centres.

Where learners repeated the same point, but in a different way, the point was only credited once. Again practice in answering questions with four marks would enable the learners to develop the necessary exam skills: identifying two distinct points, and then expanding on those points through an explanation or analysis.

In the following response, the learner has given two reasons but has not developed either response in explanation of why this has led to Budget-Stay being successful in increasing their customer numbers.

***Low cost hotels have been successful in increasing their customer numbers because they offer affordable prices-good for tourists who are on a budget. (1)***

***They have also been successful because they have locations across the UK and they are widely available to customers. (1)***

The next response gained three out of the four marks available. Here two reasons for the success of low-cost hotels have been identified, and then one explanation of how this has resulted in Budget-Stay increasing their customer numbers is given. If the first point had been further developed and explained, then all four marks could have awarded. A third point is also included but cannot gain marks, as a maximum of two identification points can be credited.

***Budget-Stay and other low cost hotels are cheap so people will want to stay in them. Between 2011 and 2012 people did not have a lot of money because of the recession (1) so they chose cheaper hotels to save on costs. In 2012 the Olympics brought lots of people to Britain and they would have stayed in budget hotels as they have paid for flights (1) so were looking to save money. (1) When they went home people may have recommended the hotels to their friends.***

## Q8

This was another challenging question and one that required the learners to interpret data about a scenario focusing on Visit Wales. To gain marks on this question learners need to provide a well-reasoned evaluation of both sides of the argument; whether Visit Wales should use their funds to develop and promote inbound or domestic tourism.

In this series a significant majority of the responses gained Level 1 marks. There were a number of reasons for this:

- The points made were basic and reasoning was limited
- The use of data was simplistic, not going beyond “numbers went up and then went down”
- Visit Wales was confused with a tour operator organising trips, rather than the learners understanding that trips were part of the tourism data
- Points were often repeated, and could not be credited twice
- Other learners made one point quite clearly but then continued to repeat this point several times rather than to expand and look at other areas
- Conclusions were brief and lacking in well reasoned judgements
- Some learners appeared to have run out of time and to have hurriedly put down bullet points or left the whole answer blank

This response scored 2 marks and is an example of a Level 1 response.

***Domestic is good because it is giving people around Britain information on where to go in Wales and why it is a good place. However, inbound trips are also good because there are more people around the world than in Britain so there are more tourists who will bring in income. There has also been a larger total for spend on inbound trips so overall I think Visit Wales should use its funds for inbound trips.***

There is a basic argument and the learner has drawn some conclusions from the data about the number of inbound trips and tourist spend. The points are not developed and are mainly superficial. The conclusion is a simplistic one.

The next response scored 4 marks and is an example of a Level 2 response.

***The number of people going on domestic trips is way higher than the number of people going on inbound trips; however, the number of domestic tourists has decreased between 2011-2012 and the number of inbound tourists has increased. Also more money is spent on domestic trips than on inbound trips. The amount of money spent on domestic trips has decreased and the amount of money spent on inbound trips has increased between 2001-2012. However, more money is spent on inbound trips than domestic trips.***

***I think that Visit Wales should use its funds to develop and promote domestic tourism because there are more tourists and the tourism agency will gain more money yearly from domestic tourism.***

Data has been interpreted by this learner and used to make some valid points. Both sides of the argument are considered. There is some focused justification in the conclusion showing that the learner has considered the data to make their judgements.

In the last response, the learner scored 6 marks and is another example of a Level 2 response. There is insufficient interpretation of the data to move the response into Level 3.

***I think that they should try and develop inbound trips because the average person spends about £200 more than a domestic one. I think that they need to encourage more people to come from abroad.***

***I think that there is not enough room for development from domestic travellers because it has reached its peak at 9.7 million visitors and I think that there is more potential from inbound tourists.***

***Overall I think that inbound tourists have more potential value than domestic because so few numbers visit each year but they spend a lot. So I think they should invest in inbound tourists.***

Data had been used to draw conclusions but not in any great depth or detail in the substantiation. Relevant arguments have been made and both sides are considered. There is some evaluation evident.

## Summary of performance on the paper

Based on their performance on this paper, in future 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.
- Spend time reading each question thoroughly to ensure the question asked is the question answered.
- Study the specification to ensure key aspects that could be tested are known, for example: key organisations in the travel and tourism sector such as ancillary organisations; the interrelationships between travel and tourism organisations such as commercial partnerships and common ownerships; the characteristics and main functions of the organisations in each sector of the travel and tourism industry as well as the different types of organisations and how these may change over time due to the dynamic nature of the travel and tourism industry.
- Be aware that all parts of the specification will be tested during the life of the qualification.
- Look at the 'command word' in the question – outline, describe, explain, discuss. These words provide information on the type of response required and how the answer should be phrased. For example outline is often a brief response with identification and recall of knowledge. Questions requiring an explanation will usually require identification of an initial idea/ point and then expansion, exemplification and/ or applied reasoning as to why this idea or way is suitable or most appropriate.
- If two outlines or explanations are required half the marks will be awarded for the first response and the other half will be awarded for the second response. So if only one outline or explanation is made than half the marks allocated for the question will be lost.
- Plan the response to the last question which may require data to be interpreted and used to make reasoned judgements which can be used to form a substantiated conclusion.
- Practice responses to questions. Exam technique is important and practice will ensure that learners approach the exam more confidently and with knowledge of how to approach different types of questions and to plan their time more efficiently.

## Grade Boundaries

Unit	Max Mark	D	M	P	L1	U
21474E – Unit 1: 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 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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