Examiners' Report
Lead Examiner Feedback

June 2024

Pearson BTEC Nationals
In Travel and Tourism (20207K)
Unit 1: The World of Travel and Tourism

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Grade Boundaries

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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment 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 for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link

Introduction

This Lead Examiner Feedback is to be considered alongside the live external assessment and corresponding mark scheme.

Unit 1: The World of Travel and Tourism explores key components of the travel and tourism industry, the scale of the industry and uses data to analyse key trends and their impacts.

This is the seventh available external examination series for this unit.

Introduction to the Overall Performance of the Unit

Relevant unit specific knowledge was demonstrated by many learners however limited understanding, or unfamiliarity with the unit content and industry terminology, was evident in some responses to questions.

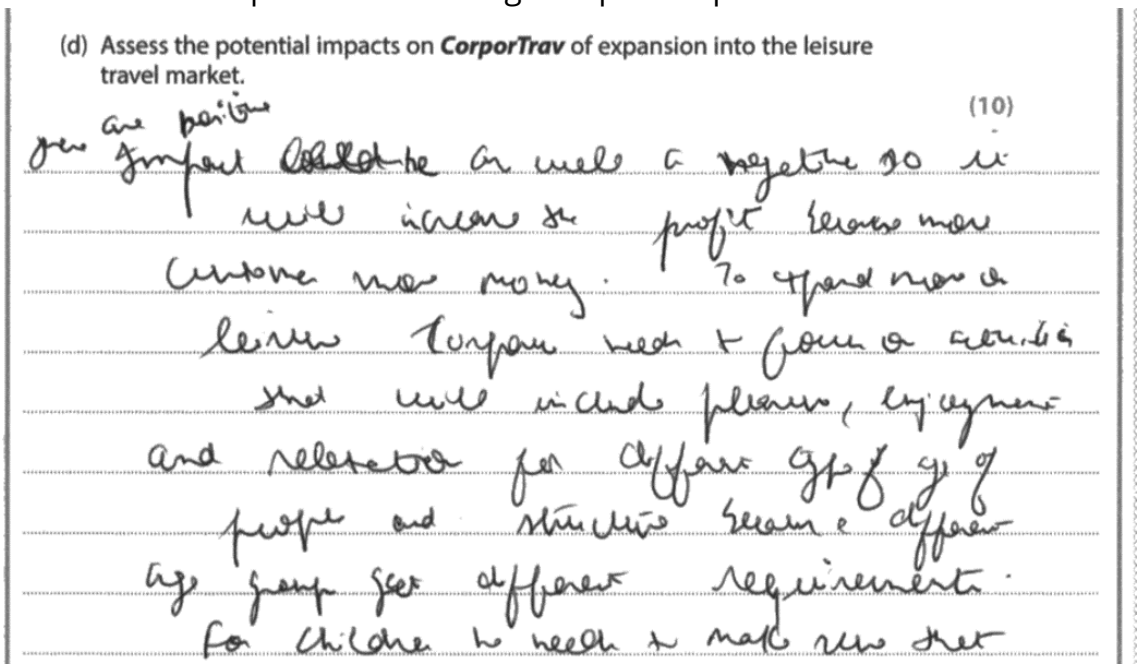
Learners engaged very well with the paper, with very few blank responses seen.

The paper successfully discriminated across all ability levels. The open extended response questions (Q1d, Q1e, Q2c, Q2d, Q3c and Q3d) were particularly good indicators of a learner's ability to demonstrate both the application of unit specific knowledge, and competency in producing a discussion, assessment, analysis or evaluation.

Some very well-structured responses were seen. Conclusions were often included in all open extended responses however a conclusion is only required for questions using the command word 'evaluate'. Where the command word is 'assess', responses should include a judgement/ judgements.

There were occasions when learners' writing was extremely difficult to read. Whilst examiners do make every effort to understand a response, marks may be lost due to illegibility.
The use of a pale coloured ink or a felt-tip pen can contribute to difficulties in reading responses. Learners should complete their answers using a black biro.

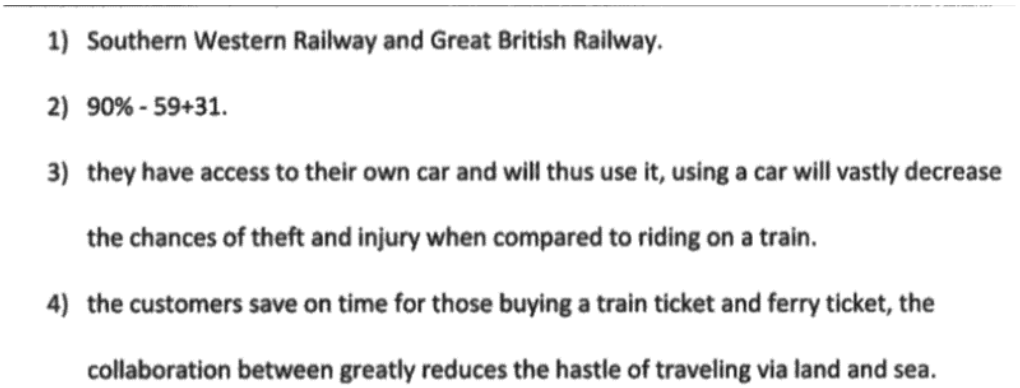
This is one example of handwriting that proved problematic for examiners:



(d) Assess the potential impacts on ***CorporTrav*** of expansion into the leisure travel market.

(10)

Some learners used additional paper to complete their response/s.
It is good practice to write 'continued on extra paper' on the Question Paper to signpost this.
When extra paper is used, or where answers have not been written directly onto the Question Paper, they must be accurately referenced.
The following is one example of a response that proved problematic for examiners due to answers being incorrectly mapped to questions:



1) Southern Western Railway and Great British Railway.

2) 90% - 59+31.

3) they have access to their own car and will thus use it, using a car will vastly decrease the chances of theft and injury when compared to riding on a train.

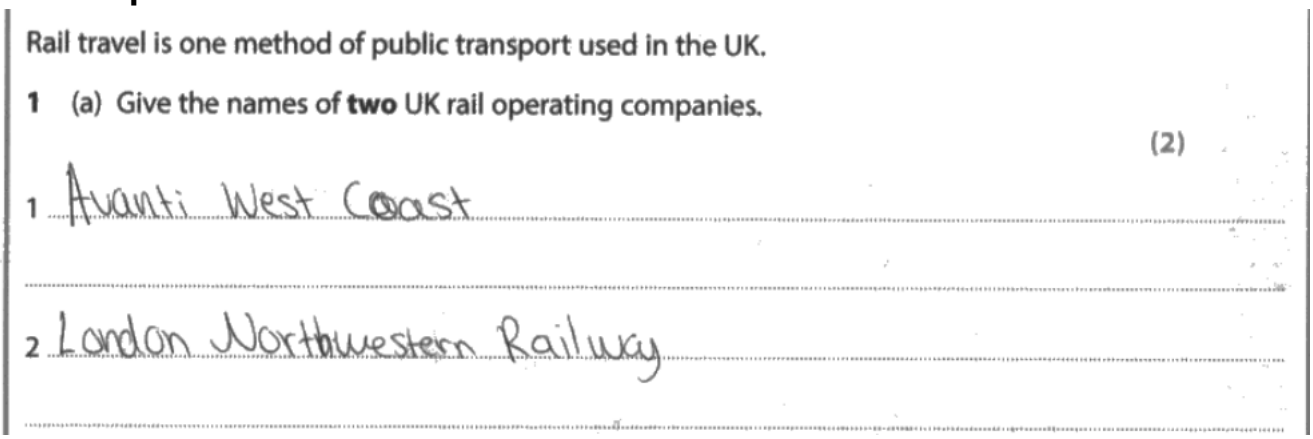
4) the customers save on time for those buying a train ticket and ferry ticket, the collaboration between greatly reduces the hastle of traveling via land and sea.

Individual Questions

Q1a

Learners were asked to give the names of two UK rail operating companies. Most learners were able to score at least one mark for accurately providing the name of a current company, as acknowledged by the Office of Rail and Road (GB), or by Translink (NI). Many learners were awarded full marks.
On occasion, learners provided the names of parent companies, or of local government bodies responsible for overseeing and managing transport networks in specific areas, rather than of the requisite operating companies.

This response was awarded 2 marks:


Rail travel is one method of public transport used in the UK.

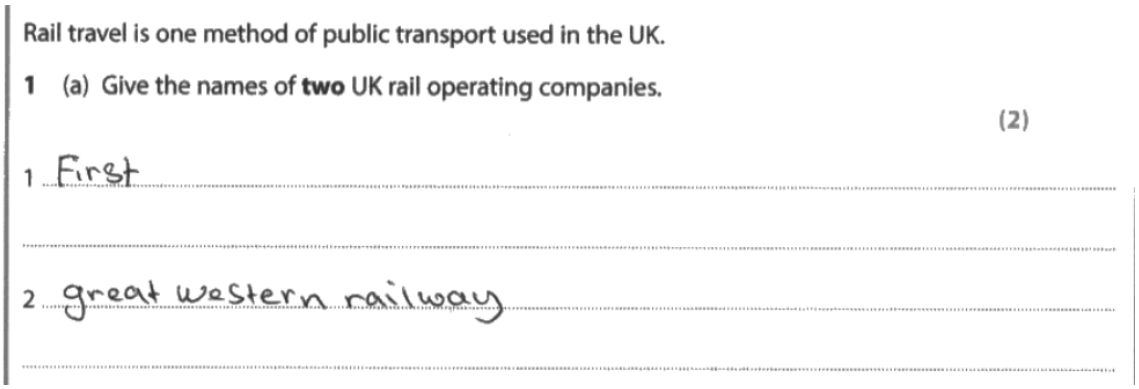
1 (a) Give the names of **two** UK rail operating companies.

(2)

1 Avanti West Coast

2 London Northwestern Railway

This response was awarded 1 mark:


Rail travel is one method of public transport used in the UK.

1 (a) Give the names of **two** UK rail operating companies.

(2)

1 First

2 great western railway

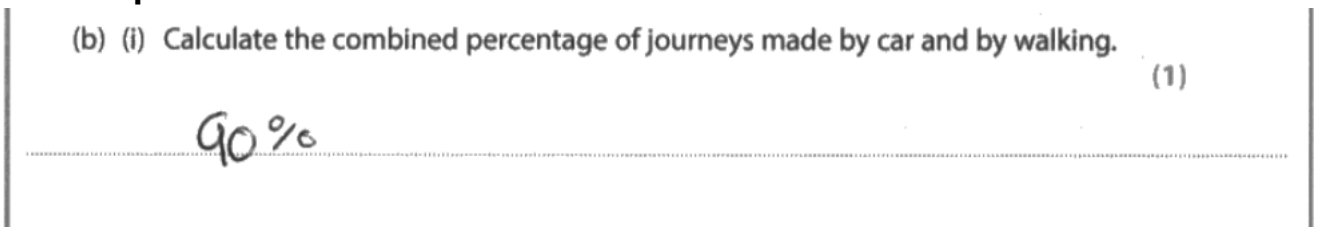
Q1(b) (i)

Learners were asked to use information given in a bar chart to calculate the combined percentage of journeys made by car and by walking.

Almost all learners provided an accurate response to this question.

On occasion, learners showed some correct calculations but did not give an accurate final answer.

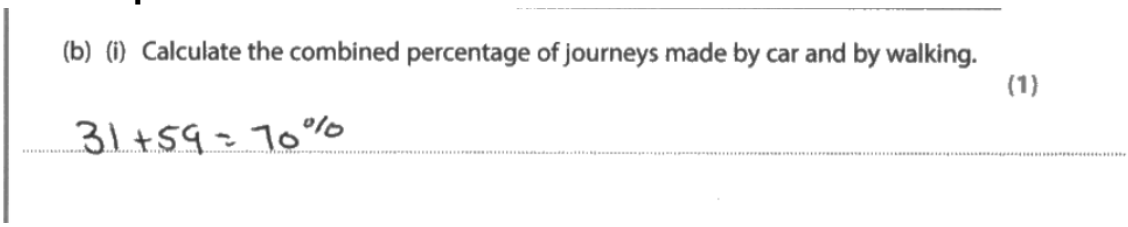
This response was awarded 1 mark:


(b) (i) Calculate the combined percentage of journeys made by car and by walking.

(1)

90%

This response was awarded 0 marks:


(b) (i) Calculate the combined percentage of journeys made by car and by walking.

(1)

31 + 59 = 70%

Q1 (b) (ii)

Learners were informed that data showed a trend for domestic tourists to travel by car instead of by rail and were asked to give two possible reasons for this trend.

Almost all learners gave two appropriate answers and were awarded both available marks.

On occasion, learners provided vague, non-creditworthy responses, such as cars being 'easier' or a 'preferred' method of transport. Inaccurate responses were also occasionally provided, for example 'cars are safer'.

This response was awarded 2 marks:

Data shows that there is a trend for domestic tourists to travel by car instead of by rail.

(b) (ii) Give **two** possible reasons for this trend.

(2)

1 You can bring as much luggage as you like. Unlike aeroplanes, trains do not have a luggage halt So there is nowhere to put big suitcases.

2 It is cheaper. If you travel by car you don't need to buy multiple train tickets.

This response was awarded 1 mark:

Data shows that there is a trend for domestic tourists to travel by car instead of by rail.

(b) (ii) Give **two** possible reasons for this trend.

(2)

1 It costs less to travel by car compared to train.

2 domestic ~~they~~ tourists stay in their own country, meaning their is no requirements when ~~taking a~~ travelling by care and no extra fees.

Q1 (c)

Learners were provided with a scenario and asked to explain one potential advantage of the identified interrelationship between SpeedyTrack and FerryCo for passengers.

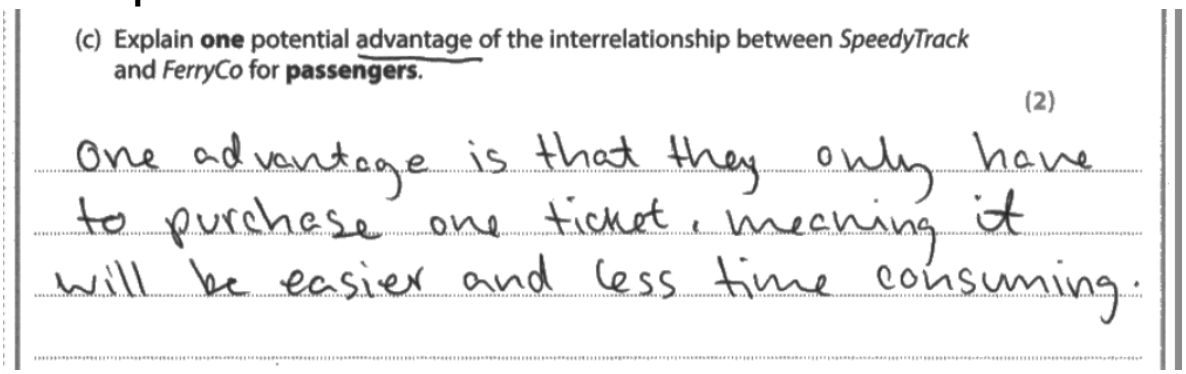
Learners were awarded one mark for a correctly stated advantage and a further mark for an appropriate linked explanation.

Learners found this to be a moderately challenging question, often providing a correct advantage without an appropriate linked explanation.

On occasion, the advantages given were too vague to credit, for example 'it's easier for passengers', 'passengers have different methods of transport' and 'passengers will be satisfied'.

Learners often incorrectly provided advantages to the organisations rather than to passengers.

This response was awarded 2 marks:

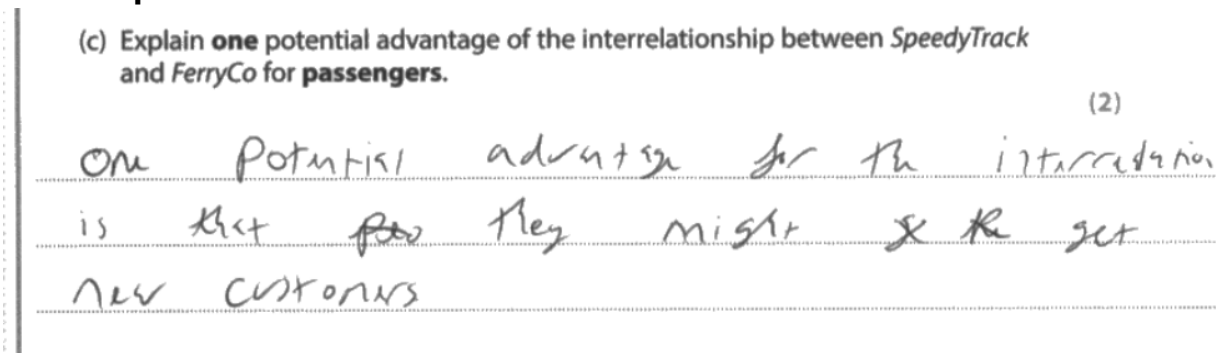


(c) Explain **one** potential advantage of the interrelationship between *SpeedyTrack* and *FerryCo* for **passengers**.

(2)

One advantage is that they only have to purchase one ticket, meaning it will be easier and less time consuming.

This response was awarded 0 marks:



(c) Explain **one** potential advantage of the interrelationship between *SpeedyTrack* and *FerryCo* for **passengers**.

(2)

One potential advantage for the interrelation is that they might get new customers

Q1 (d)

Learners were asked to evaluate potential communication and promotion technologies for SpeedyTrack and FerryCo.

The requirement was for any suggested technologies to be capable of raising awareness of a new 'rail and sail' ticket.

Learners engaged well with this question, with most responses being awarded at least four of the eight available marks.

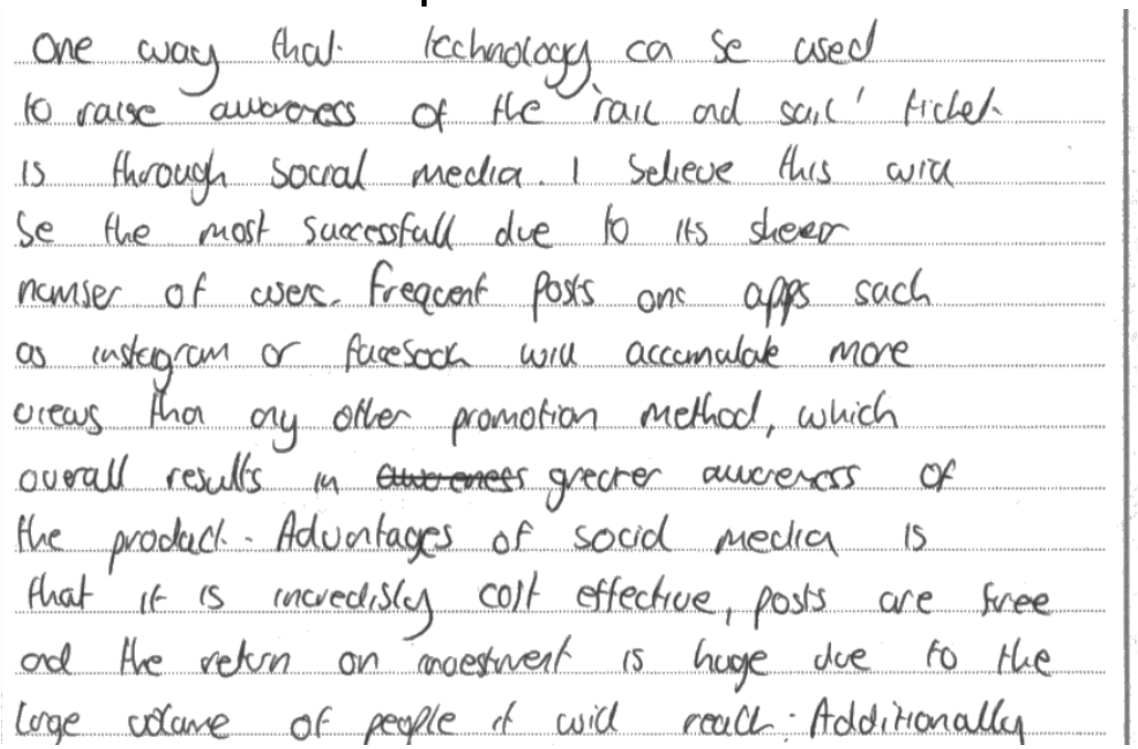
Most learners attempted to provide a detailed response to this question and evaluated a range of potential technologies.

On occasion, responses detailed ways in which technology could be used for purposes other than 'communication and promotion'.

Some responses included non-technological communication and promotion methods eg leaflets, posters.

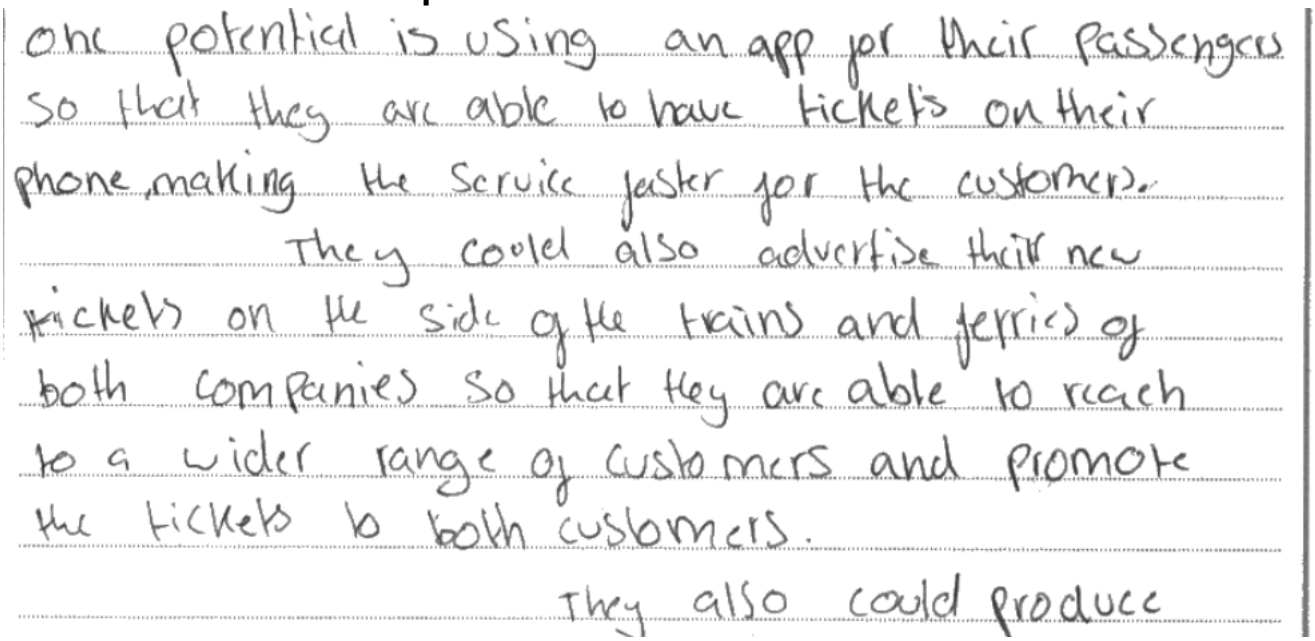
Learners scoring high marks presented well-developed and logical evaluations which clearly considered different appropriate technologies in detail, leading to conclusions that were fully supported.

This is an extract of a response awarded 8 marks:



One way that technology can be used to raise awareness of the 'rail and sail' ticket is through social media. I believe this will be the most successfull due to its sheer number of users. Frequent posts one apps such as instagram or facebook will accumulate more views than any other promotion method, which overall results in ~~awareness~~ greater awareness of the product. Advantages of social media is that it is incredibly cost effective, posts are free and the return on investment is huge due to the large volume of people it will reach. Additionally

This is an extract of a response awarded 2 marks:



one potential is using an app for their passengers so that they are able to have tickets on their phone, making the service faster for the customers.

They could also advertise their new tickets on the side of the trains and ferries of both companies so that they are able to reach to a wider range of customers and promote the tickets to both customers.

They also could produce

Q1 (e)

Learners were asked to evaluate potential impacts on FerryCo and its employees of horizontal integration resulting from a takeover by SpeedyTrack.

Learners engaged well with this question, with most responses being awarded at least four of the ten available marks.

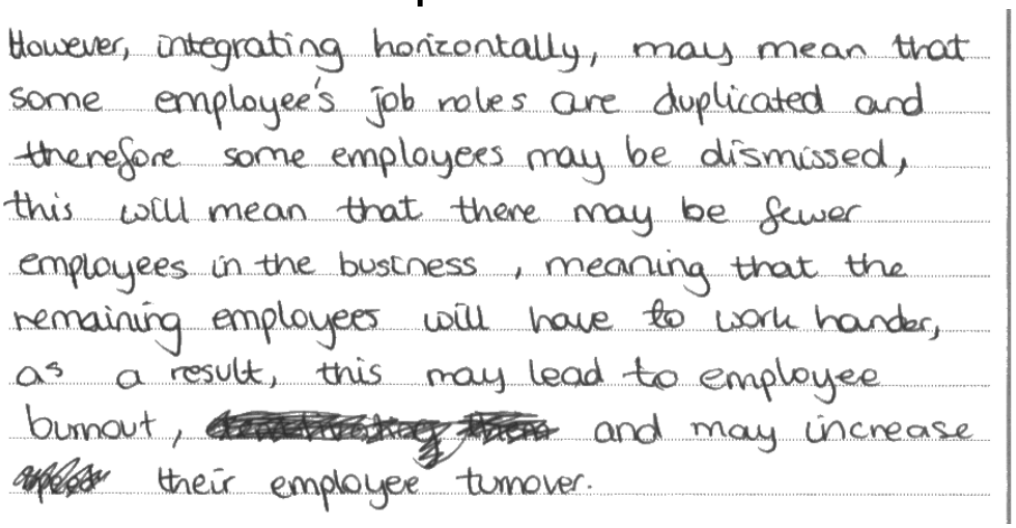
Most learners understood the concept of 'horizontal integration' and attempted to provide a detailed response to this question, evaluating a range of potential impacts.

Some of the suggested impacts were not realistic.

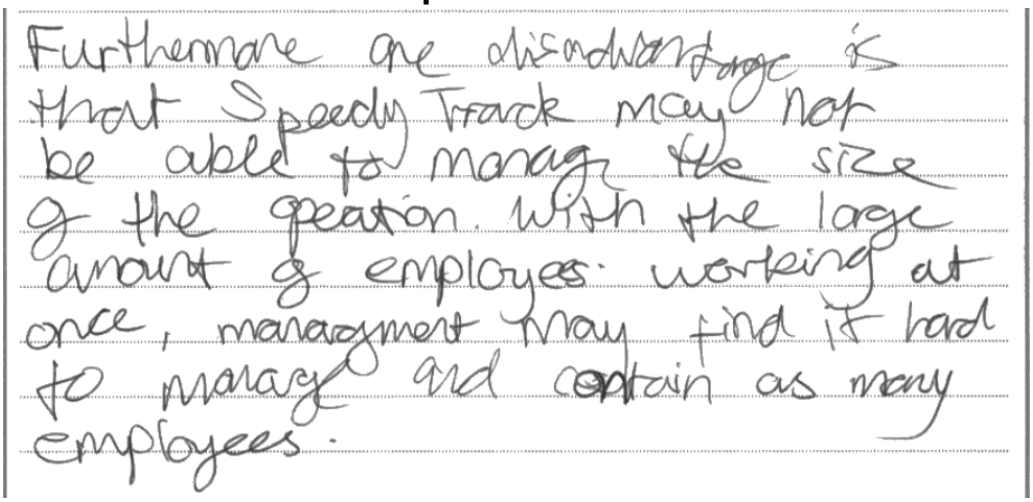
On occasion, learners considered impacts on customers or on SpeedyTrack, rather than on FerryCo and its employees.

Learners scoring high marks presented well-developed and logical evaluations which clearly considered different potential impacts in detail, leading to conclusions that were fully supported.

This is an extract of a response awarded 9 marks:


However, integrating horizontally, may mean that some employee's job roles are duplicated and therefore some employees may be dismissed, this will mean that there may be fewer employees in the business, meaning that the remaining employees will have to work harder, as a result, this may lead to employee burnout, and may increase their employee turnover.

This is an extract of a response awarded 2 marks:


Furthermore one disadvantage is that Speedy Track may not be able to manage the size of the operation. With the large amount of employees working at once, management may find it hard to manage and contain as many employees.

Q2 (a)

Learners were asked to describe one direct job role available in a travel agency.

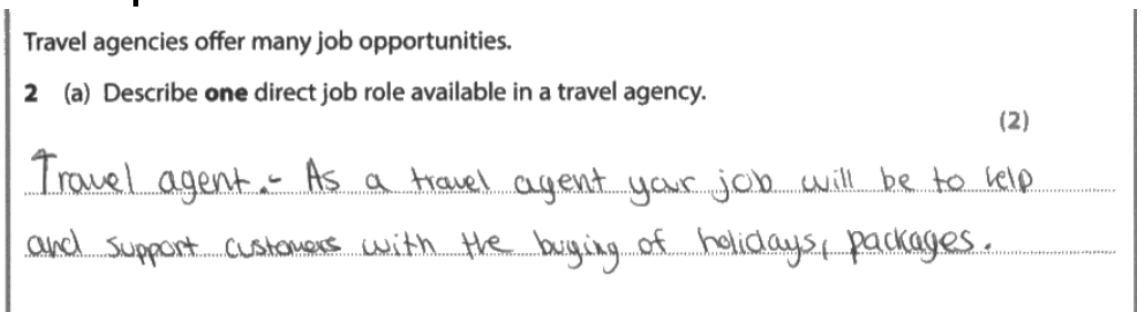
Learners found this to be a moderately challenging question.

Responses awarded two marks identified a job role and provided a linked description of that role.

Some learners described a role without identifying the role itself, whereas other learners identified a job role but did not describe it.

On occasion, responses did not address job roles in travel agencies eg 'air cabin crew', 'tour operator', or provided generic roles that were not specific to travel agencies eg 'cleaner', 'receptionist'.

This response was awarded 2 marks:



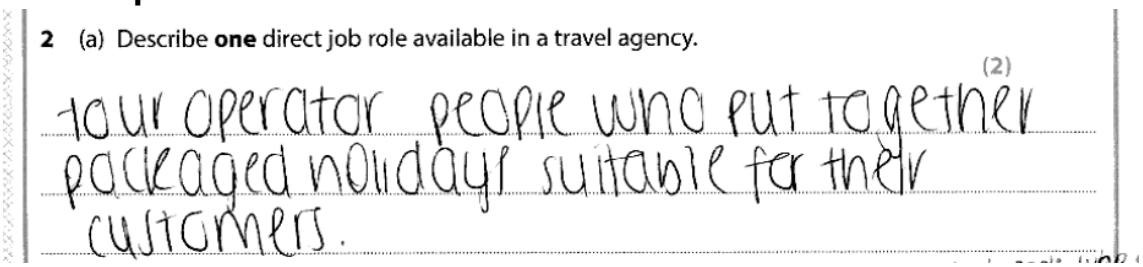
Travel agencies offer many job opportunities.

2 (a) Describe **one** direct job role available in a travel agency.

(2)

Travel agent :- As a travel agent your job will be to help and support customers with the buying of holidays, packages.

This response was awarded 0 marks:



2 (a) Describe **one** direct job role available in a travel agency.

(2)

tour operator people who put together packaged holidays suitable for their customers.

Q2 (b)

Learners were asked to explain two potential benefits for customers of making travel arrangements with an ABTA member.

Learners found this to be a very difficult question, often demonstrating limited or no understanding of ABTA membership.

'Customers will get the best deals', 'will get cheaper prices' or 'will be safe' were common inaccurate responses.

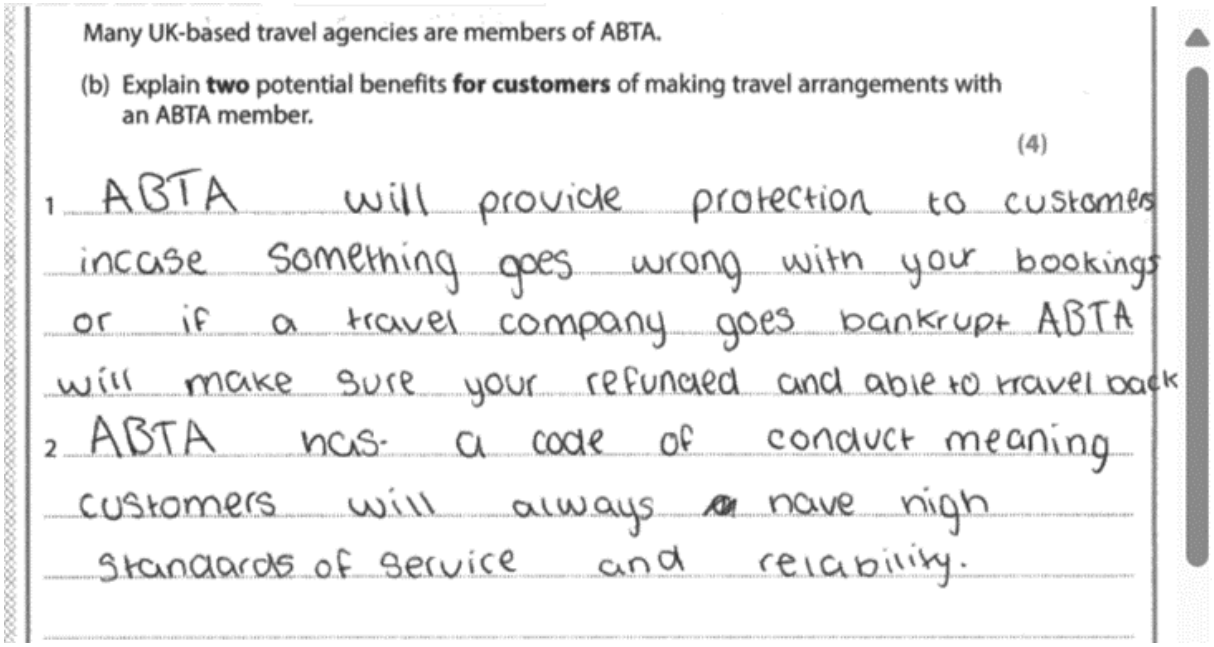
Learners often confused benefits of making travel arrangements through an ABTA member with the advantages of travel insurance, or with the roles of the FCDO.

Responses were often too vague to credit eg 'they'll get protection' or 'they'll get all their money back if something happens'.

Although an ABTA bond specifically affords financial protection for non-flight packages, it was acknowledged that the law requires tour operators to put in place financial security to protect monies paid for package holidays sold in the UK in the event of them going out of business due to their financial failure, and therefore reference to financial protection in respect of holidays including flights was accepted as creditworthy.

Learners were awarded one mark for each appropriate benefit and one mark for each linked explanation, up to a maximum total of four marks.

This response was awarded 4 marks:



Many UK-based travel agencies are members of ABTA.

(b) Explain **two** potential benefits **for customers** of making travel arrangements with an ABTA member.

(4)

1 ABTA will provide protection to customes incase something goes wrong with your bookings or if a travel company goes bankrupt ABTA will make sure your refunded and able to travel back

2 ABTA has a code of conduct meaning customers will always have high standards of service and reliability.

This response was awarded 0 marks:

Many UK-based travel agencies are members of ABTA.

(b) Explain **two** potential benefits **for customers** of making travel arrangements with an ABTA member.

(4)

1 They ~~would be~~ could be able to get plane tickets for a reduced price

2 They would be able to choose from more direct flights because ABTA focus on Plane tickets.

Q2 (c)

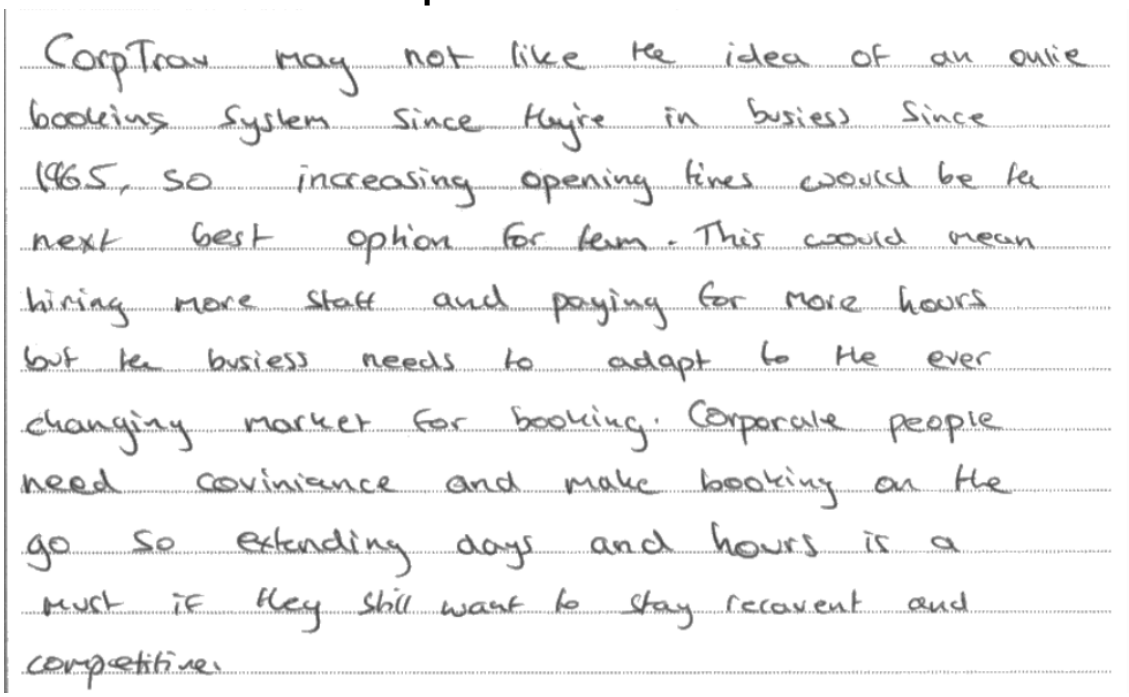
Learners were provided with a scenario and asked to discuss the ways CorporTrav (a business travel agency) could respond to the changing working patterns of its customers.

Learners engaged well with this question, with most responses being awarded at least four of the eight available marks.

Lower scoring responses were often vague and made limited reference to the ways in which working patterns had changed, or to the specific ways in which CorporTrav could respond. Lower scoring responses often failed to acknowledge CorporTrav as a business travel agency and made reference to customers 'booking their holidays'.

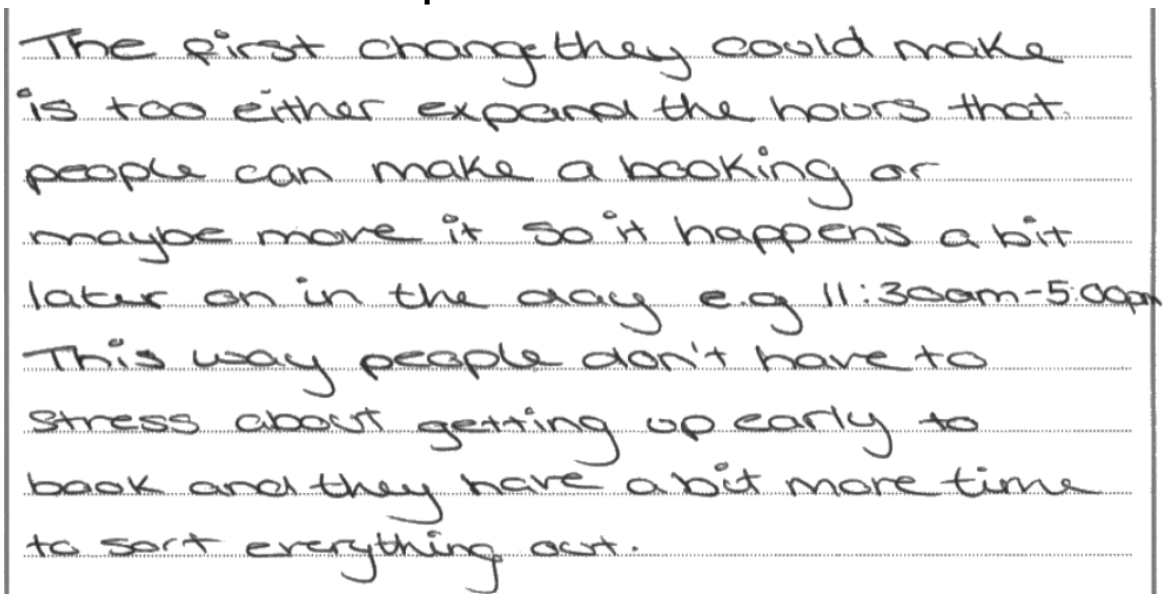
Learners scoring high marks were able to identify the ways that working patterns had changed since 1965 and discuss the ways CorporTrav could respond. High scoring responses often made specific reference to the implications of working patterns for CorporTrav's 'corporate' customers.

This is an extract of a response awarded 8 marks:



CorpTrav may not like the idea of an online booking system since they're in busiess since 1965, so increasing opening times would be the next best option for them. This would mean hiring more staff and paying for more hours but the busiess needs to adapt to the ever changing market for booking. Corporate people need convinience and make booking on the go so extending days and hours is a must if they still want to stay recavent and competitive.

This is an extract of a response awarded 4 marks:


The first change they could make is too either expand the hours that people can make a booking or maybe move it so it happens a bit later on in the day e.g 11:30am-5:00pm. This way people don't have to stress about getting up early to book and they have a bit more time to sort everything out.

Q2 (d)

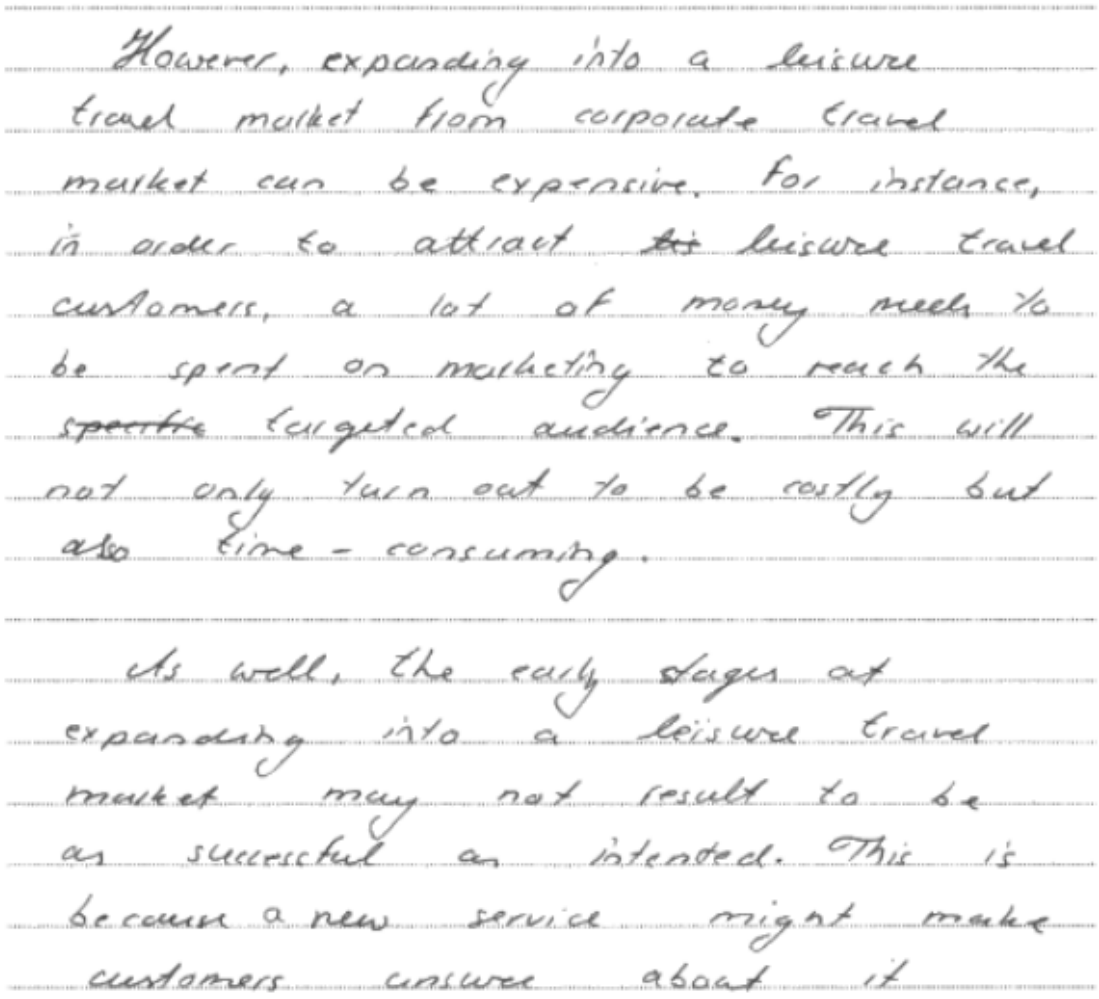
Learners were provided with data and asked to assess the potential impacts on CorporTrav of expansion into the leisure travel market.

Learners engaged well with this question, with most responses being awarded at least four of the ten available marks.

Most learners were able to provide some assessment of how expansion into the leisure travel market could impact CorporTrav. This was often identified as 'increased profit' and 'more bookings' in lower scoring responses, whereas higher scoring responses provided greater depth of understanding demonstrated through consideration of a wide range of interrelating factors.

Most learners provided a judgement as to whether CorporTrav should expand into the leisure travel market, although the degree of supporting evidence varied greatly between the highest and lowest scoring responses.

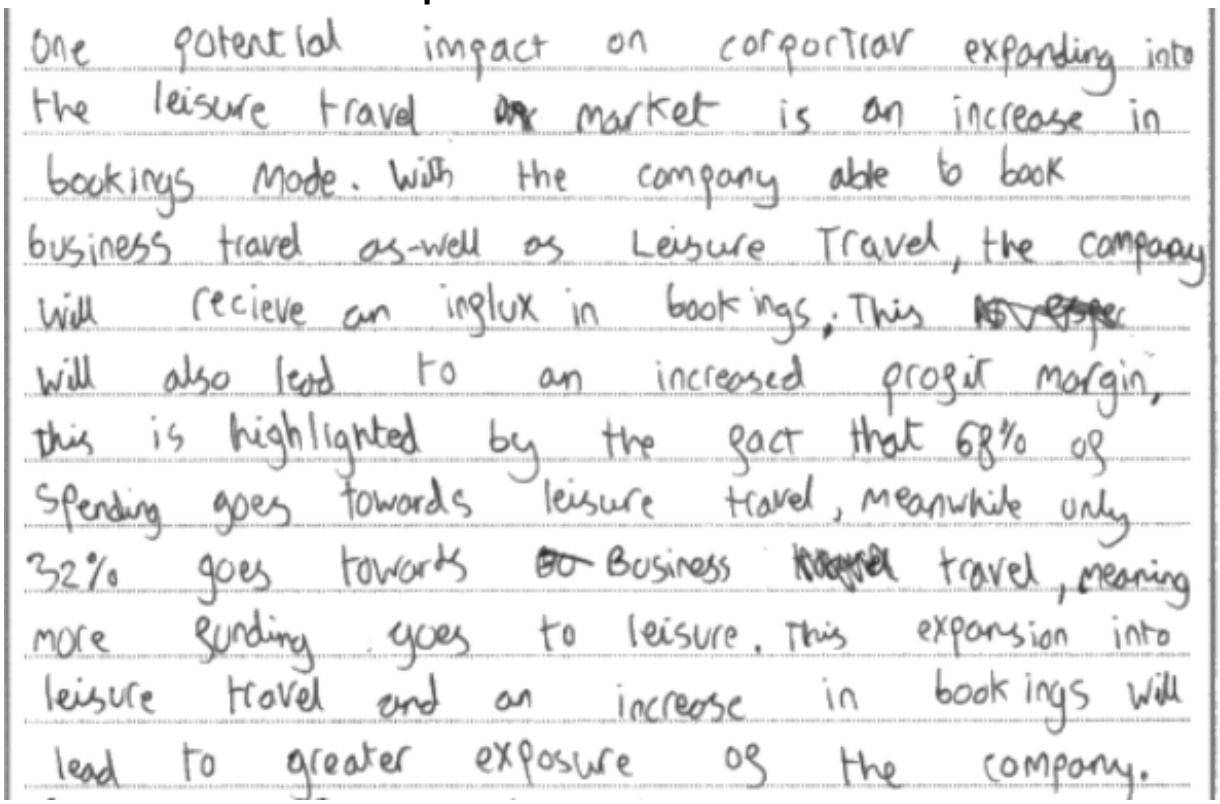
This is an extract of a response awarded 9 marks:



However, expanding into a leisure travel market from corporate travel market can be expensive. For instance, in order to attract ~~its~~ leisure travel customers, a lot of money needs to be spent on marketing to reach the ~~specific~~ targeted audience. This will not only turn out to be costly but also time-consuming.

As well, the early stages of expanding into a leisure travel market may not result to be as successful as intended. This is because a new service might make customers unsure about it

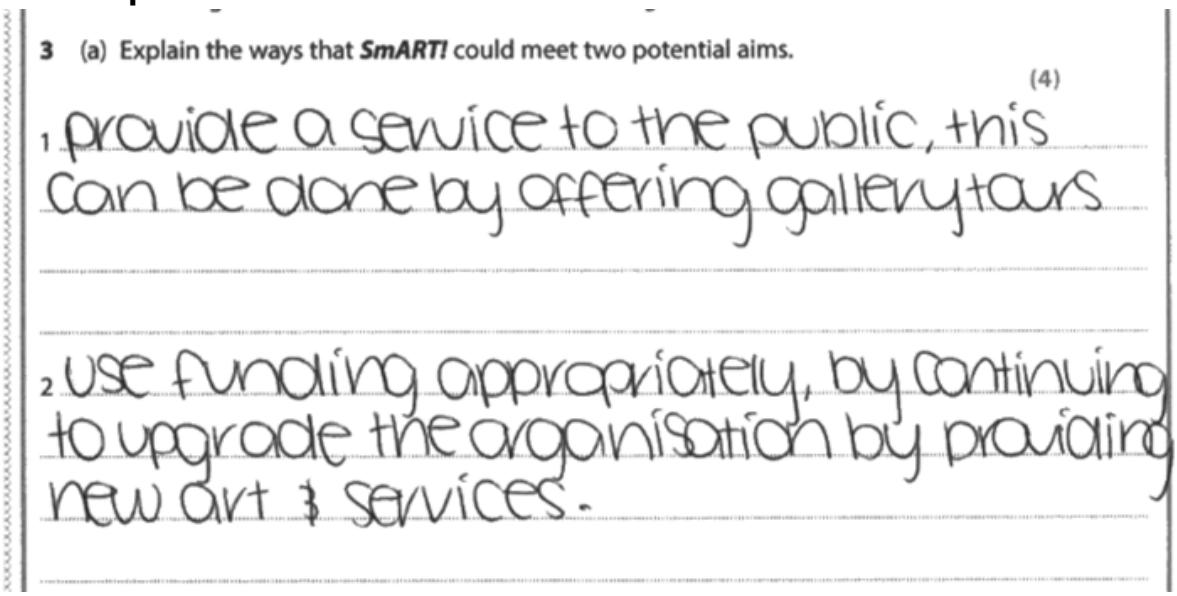
This is an extract of a response awarded 3 marks:


One potential impact on corporTrav expanding into the leisure travel ~~or~~ market is an increase in bookings Mode. With the company able to book business travel as-well as Leisure Travel, the company will recieve an influx in bookings. This ~~will~~ will also lead to an increased progit margin, this is highlighted by the fact that 68% of spending goes towards leisure travel, meanwhile only 32% goes towards ~~Bo~~ Business ~~travel~~ travel, meaning more funding goes to leisure. This expansion into leisure travel and an increase in bookings will lead to greater exposure of the company.

Q3 (a)

Learners were provided with a scenario and asked to explain the ways that SmART! (public sector art gallery) could meet two potential aims.
Learners were awarded one mark for each correctly stated aim and one further mark for each linked explanation, up to a maximum total of four marks.
Learners found this to be a moderately challenging question, often scoring between one and two marks.
High scoring learners applied their general understanding of the aims of public sector organisations specifically to the scenario.
Learners frequently scored low or no marks by confusing public sector aims with the aims of private or voluntary sector organisations.
'Making a profit' and 'expanding the business' were common inaccurate responses.

This response was awarded 4 marks:



3 (a) Explain the ways that ***SmART!*** could meet two potential aims.

(4)

1 provide a service to the public, this can be done by offering gallery tours

2 use funding appropriately, by continuing to upgrade the organisation by providing new art & services.

This response was awarded 0 marks:

3a.

One way SmART! Can meet a potential aim they have is by ensuring they are making a profit, they can do this by having the costs in their cafes and gift shops higher than they should be and keeping their spending low.

Another way SmART! Can meet a potential aim they have is by growing their market share, they can do this by gaining more customers and making more sales.

Q3 (b)

Learners were provided with a scenario and asked to describe one product/service that SmART! could introduce to attract families with young children.

Learners were awarded one mark for identification of an appropriate product/service and one further mark for a linked description, up to a maximum total of two marks.

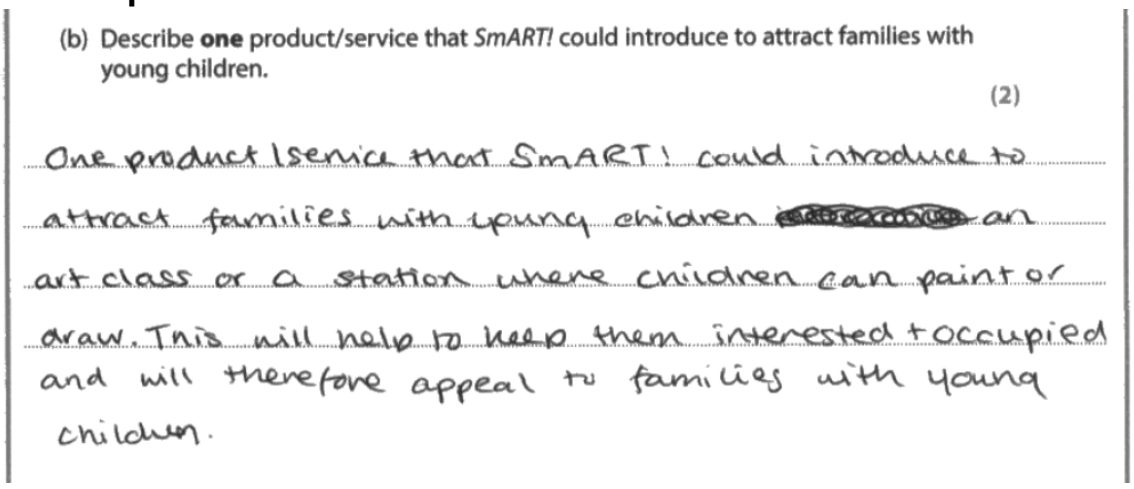
Learners engaged very well with this question, with many learners scoring the full marks available.

Some suggestions were too vague to credit, for example 'activities for families'.

On occasion, linked descriptions were not credited as they suggested that young children would be left unsupervised in the art gallery whilst their parents enjoyed the exhibits.

Responses rarely scored no marks but when they did, this was most commonly due to the suggestion of an unrealistic product/service for an art gallery.

This response was awarded 2 marks:

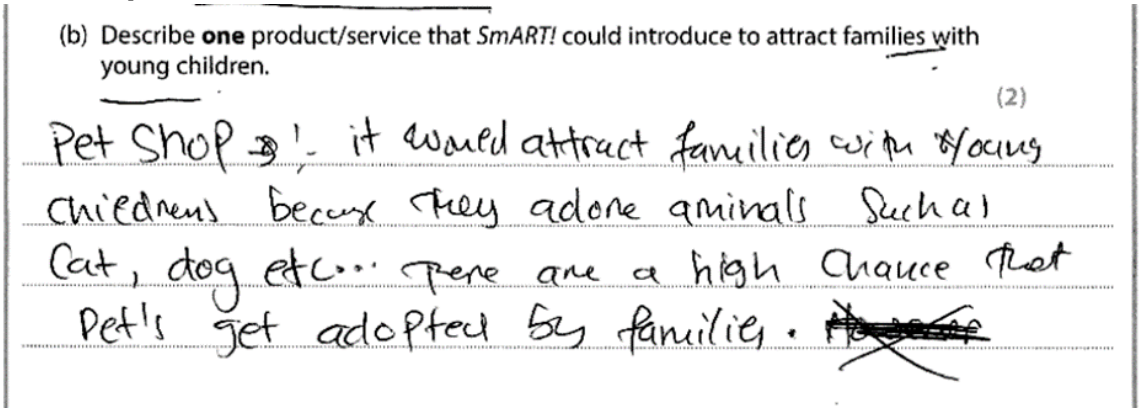


(b) Describe **one** product/service that *SmART!* could introduce to attract families with young children.

(2)

One product/service that SmART! could introduce to attract families with young children an art class or a station where children can paint or draw. This will help to keep them interested + occupied and will therefore appeal to families with young children.

This response was awarded 0 marks:



(b) Describe **one** product/service that *SmART!* could introduce to attract families with young children.

(2)

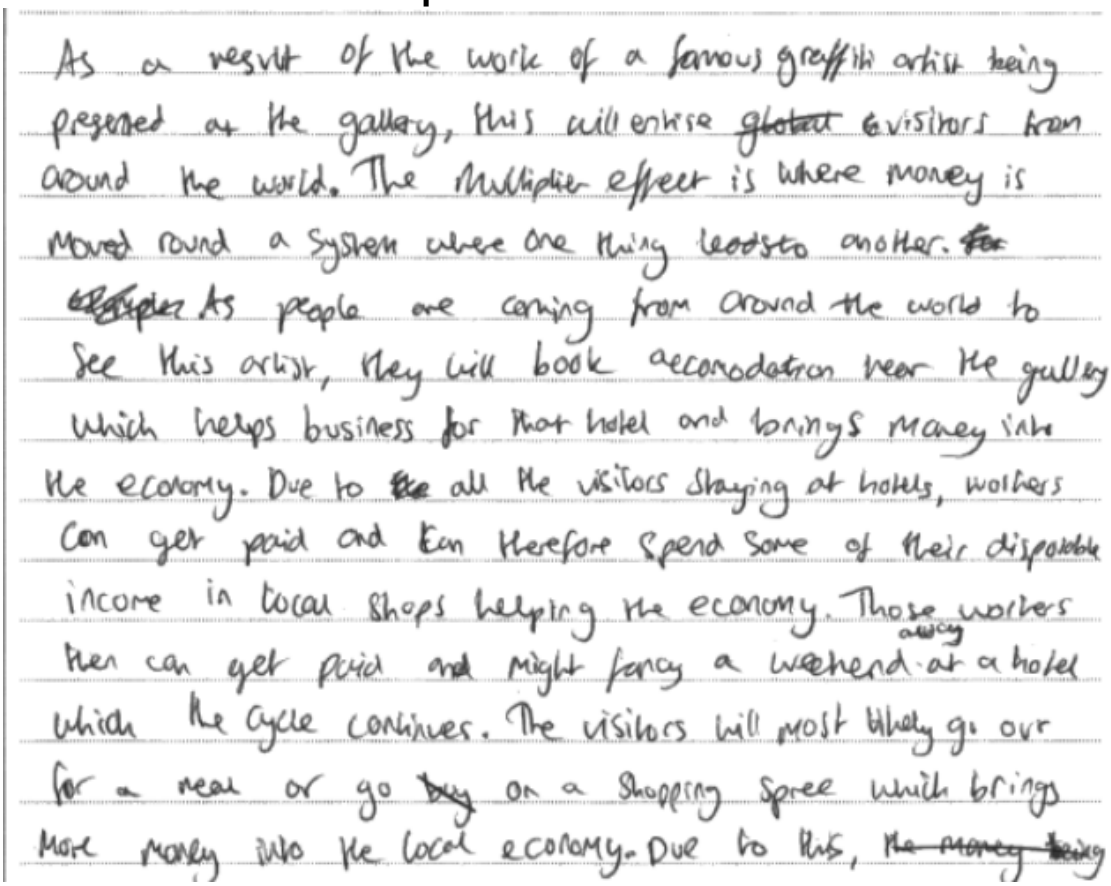
Pet Shop :- it would attract families with Young chiedrens because they adore animals such as Cat, dog etc... There are a high chance that Pet's get adopted by families. ~~However~~

Q3 (c)

Learners were provided with a scenario and asked to analyse the multiplier effect that the given exhibition could create.

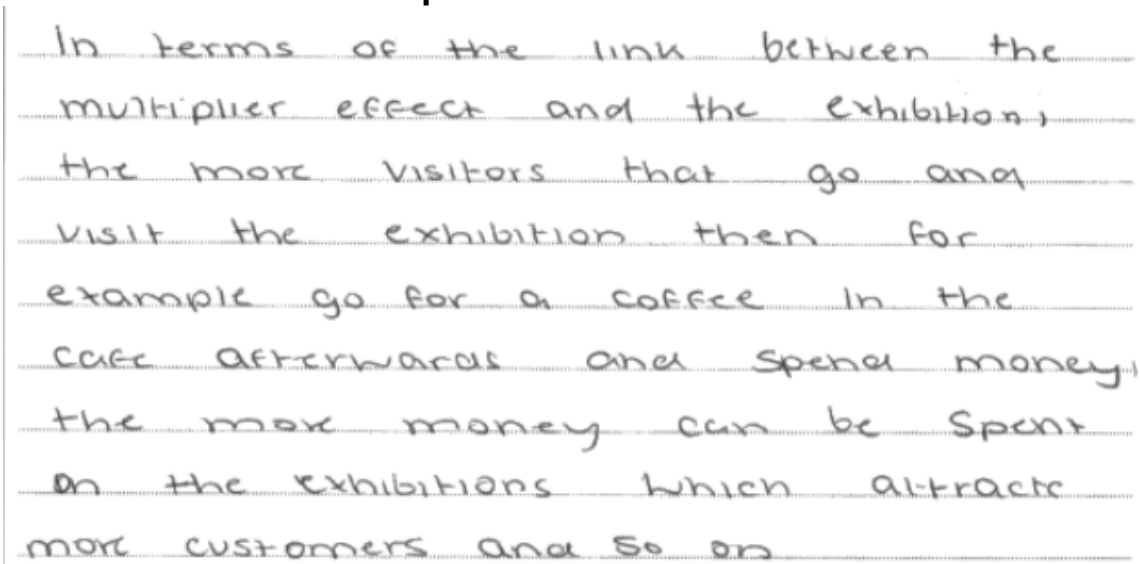
Whilst some learners engaged very well, most learners found this to be a very challenging question, demonstrating limited or no understanding of the multiplier effect.

This is an extract of a response awarded 8 marks:



As a result of the work of a famous graffiti artist being presented at the gallery, this will entice ~~global~~ visitors from around the world. The multiplier effect is where money is moved round a system where one thing leads to another. ~~For example~~ As people are coming from around the world to see this artist, they will book accomodation near the gallery which helps business for that hotel and brings money into the economy. Due to ~~the~~ all the visitors staying at hotels, workers can get paid and can therefore spend some of their disposable income in local shops helping the economy. Those workers then can get paid and might fancy a weekend away at a hotel which the cycle continues. The visitors will most likely go over for a meal or go ~~buy~~ on a shopping spree which brings more money into the local economy. Due to this, ~~the money being~~

This is an extract of a response awarded 2 marks:



In terms of the link between the multiplier effect and the exhibition, the more visitors that go and visit the exhibition then for example go for a coffee in the cafe afterwards and spend money, the more money can be spent on the exhibitions which attracts more customers and so on

Q3 (d)

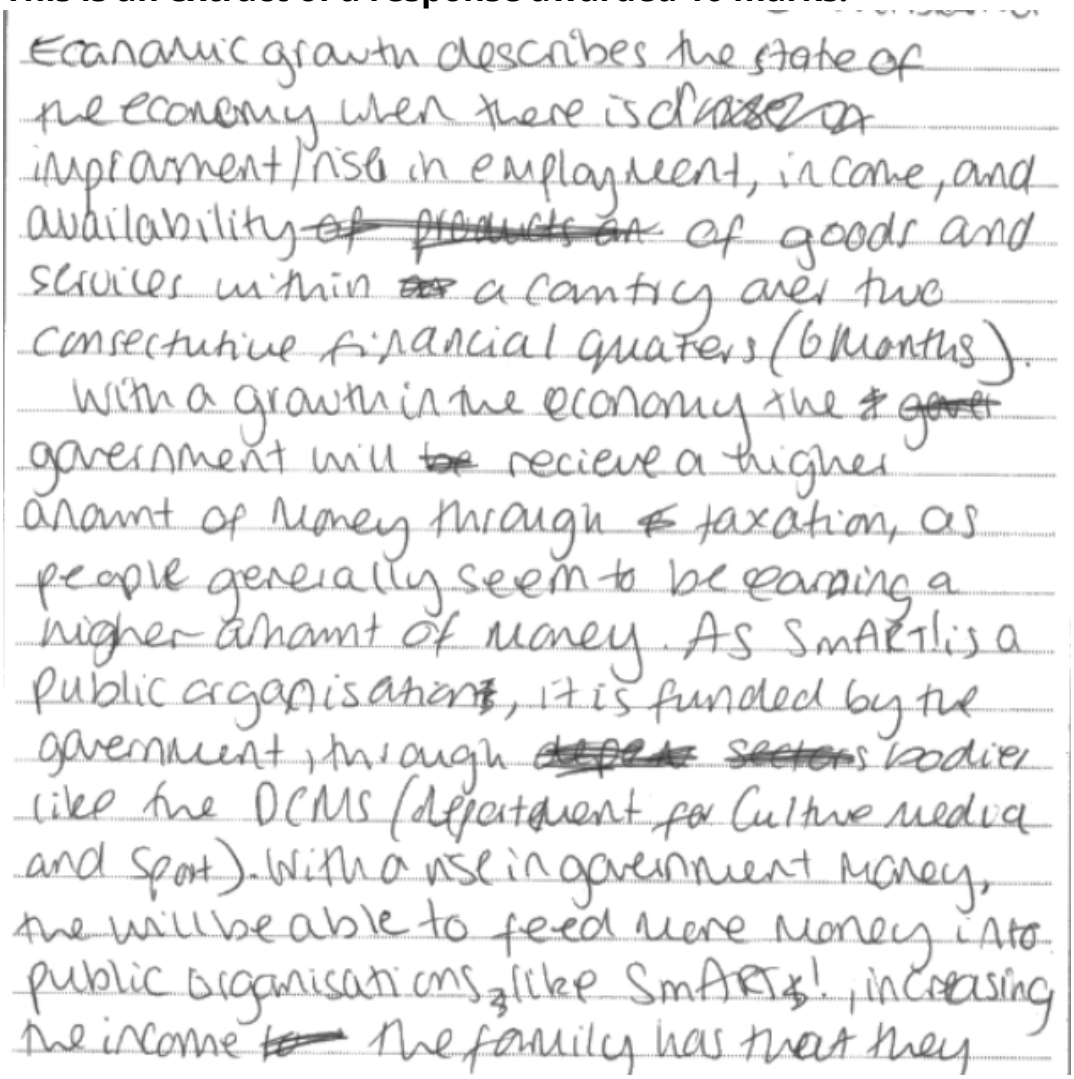
Learners were asked to evaluate the potential impacts of economic growth on SmART!.

Some learners engaged very well with the question, clearly demonstrating a sound understanding of economic growth and applying their knowledge with expertise to evaluate the impacts of this on a public sector visitor attraction. For example, responses included the potential for increased government funding, decline in visitor numbers due to increased disposable income and ability to travel overseas/visit more expensive 'private sector' visitor attractions, and the impacts of possible inflation.

Most learners however found this to be a very challenging question, demonstrating limited or no understanding of economic growth. Responses often included unsupported or inaccurate information.

On occasion, responses were produced that evaluated the potential impacts of a recession rather than the requisite economic growth.

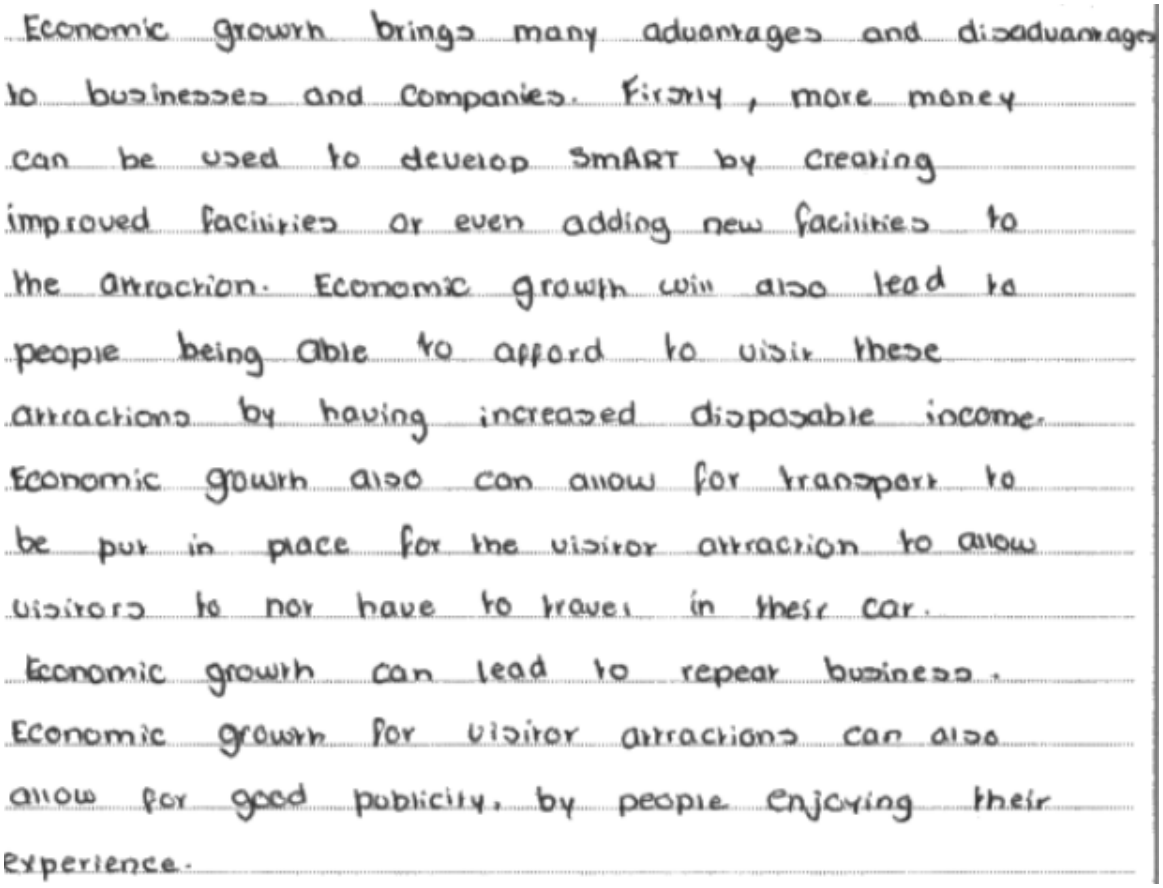
This is an extract of a response awarded 10 marks:



Economic growth describes the state of the economy when there is a ~~rise in~~ improvment/rise in employment, income, and availability ~~of products an~~ of goods and services within ~~an~~ a country over two consectutive financial quaters (6 months).

With a growth in the economy the ~~govt~~ government will ~~be~~ recieve a higher amount of money through ~~t~~ taxation, as people generally seem to be earning a higher amount of money. As SmART! is a public organisation~~s~~, it is funded by the government, through ~~depen~~ ~~sectors~~ bodies like the DCMS (department for Culture media and Sport). With a rise in government money, the will be able to feed more money into public organisations, like SmART!, increasing the income ~~to~~ the family has that they

This is an extract of a response awarded 3 marks:



Economic growth brings many advantages and disadvantages to businesses and companies. Firstly, more money can be used to develop SMART by creating improved facilities or even adding new facilities to the attraction. Economic growth will also lead to people being able to afford to visit these attractions by having increased disposable income. Economic growth also can allow for transport to be put in place for the visitor attraction to allow visitors to not have to travel in their car. Economic growth can lead to repeat business. Economic growth for visitor attractions can also allow for good publicity, by people enjoying their experience.

Summary

Based on their performance of this task based external assessment, learners should:

- It is important to manage your time well. The paper has a total of 75 available marks and you have 1 hour 30 minutes to answer all of the questions. Most of the paper's marks come from the open extended response questions, so most of your time needs to be spent on these questions.
- It is important to understand what is expected for each of the command words that could potentially be used in the paper. A list of command words that can be used in the external examination can be found in the essential content section of the Unit 1 specification. Where the command word used in a question is 'evaluate', a conclusion is required, and both aspects of the scenario or issue need to be considered to access the higher marks.
- The use of the word 'Implication' or 'impact' in a question is often interpreted as difficulties/problems, whereas there could be positive implications/effects/consequences too.
- You should read the question and stem carefully before you attempt to produce your response.
- You should learn the roles of major organisations in the travel and tourism industry, eg ABTA, AITO, CAA and ATOL, as understanding of any of these may be tested in either short answer questions or within an extended response question. N.B. FCO is now known as FCDO - Foreign, Commonwealth and Development Office
- You should be able to give examples of key named organisations from the different sectors of the travel industry and make sure that the examples are correct.
- Remember to apply all answers to travel and tourism organisations - do not give generic answers that could apply to any business - e.g. 'going bust', 'losing jobs' - you should be able to say what sector, and why.
- This is a Level 3 paper, so responses such as 'more money' are very vague and non-specific. You need to refer to 'increased income/turnover/profit' and why proposed actions may lead to these out

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