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BTEC

# Mark Scheme (Results)

## January 2024

BTEC Level 3 Nationals in Travel and Tourism (20207K)
Unit 1: The World of Travel and Tourism

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# Unit 1: The World of Travel and Tourism

## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

## Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

| Question Number | Answer | Mark |
|---|---|---|
| **1 (a)** | Award **one** mark for the benefit, and **one** mark for the linked explanation, up to a maximum total of **two** marks.<br><br>• Volunteer workers will be cost saving for the organisation (1) as there are no wages to pay (1)<br>• Volunteer workers will complete tasks (1) that the organisation may not otherwise have the time or resources to address (1)<br>• Receiving support from volunteer workers can raise the morale of paid employees (1) leading to improved staff retention (1)<br>• Volunteer workers help to raise money for voluntary organisations organisation (1) by collecting donations (1)<br><br>**Accept any other appropriate answer** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1 (b)** | Award **one** mark for each aim, and **one** mark for each linked explanation, up to a maximum total of **four** marks.<br><br>• Preserve/protect the environment/buildings/landscape features (1) through prevention of human destruction/damage (1)<br>• Campaign or lobby against inappropriate development (1) by taking petitions to Government (1)<br>• Conservation (1) by repairing damage/restoration (1)<br>• Sustainability (1) by reducing, reusing, recycling (1)<br>• Increase visitor numbers (1) through advertising/ promotion (1)<br>• Raise awareness of a charitable cause (1) by providing information (1)<br>• Raise money for a charitable cause (1) by holding events/requesting donations (1)<br>**Accept any other appropriate answer** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1 (c)** | Award **one** mark for each role, and **one** mark for each linked explanation, up to a maximum of total of **four** marks.<br><br>• To provide entertainment (1) by offering things for visitors to do/watch (1)<br>• To provide education (1) though talks/signage/learning activities/learning new skills (1)<br>• To provide recreation (1) by providing facilities for enjoyment, amusement, or pleasure (1)<br>• To provide hospitality (1) by offering food, drink and entertainment (1)<br>• To hold special events (1) by offering a unique, one-off or infrequent experience for visitors (1)<br>• To provide facilities (1) by offering necessary conveniences so that visitors can comfortably enjoy their time at the attraction (1)<br><br>**Accept any other appropriate answer** | **(4)** |

| Question Number | Indicative content |
|---|---|
| **1 (d)** | **Marking instructions**<br><br>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.<br><br>**Indicative content guidance**<br><br>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.<br><br>**Relevant points may include:**<br><br>• Grants – *KatmanZoo!* could bid for sums of money provided by local authorities/governments/lottery.<br>• Donations – eg *KatmanZoo!* could set up a website with a donation page/encourage visitors to set up a regular standing order for donations.<br>• Legacies – *KatmanZoo!* could appeal for visitors to leave money in wills.<br>• Increased entry fees – prices could be raised from £5.00 per adult and £2.50 per child<br>• Increased income from sales – refreshment and souvenir product range could be expanded and prices raised. A designated gift shop could be established, to replace the café selling a limited range of souvenirs. Merchandise could be sold online.<br>• Sponsorship – visitors could be asked to pay money to sponsor the new enclosure, or sponsor a snow leopard.<br>• Hold fundraising events.<br>• Acquiring the money required for the snow leopard enclosure improvements.<br>• Greater awareness of *KatmanZoo!* eg more merchandise in circulation/greater presence on the internet/marketing of fundraising events.<br>• Difficulties associated with obtaining the suggested funding.<br>• Visitor dissatisfaction with proposed price rises.<br>• Costs to *KatmanZoo!* associated with implementing suggested changes.<br>**Accept any other relevant response** |

| **Mark scheme (award up to 8 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes*. | | |
|---|---|---|
| **Level** | **Mark** | **Descriptor – Discuss** |
| Level 0 | 0 | No rewardable material. |
| Level 1 | **1–3** | • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.<br>• Few of the points made will be relevant to the context in the question.<br>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them |
| Level 2 | **4–6** | • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.<br>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.<br>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way. |
| Level 3 | **7–8** | • Demonstrates mostly accurate and detailed knowledge and understanding.<br>• Most of the points made will be relevant to the context in the question, and there will be clear links.<br>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way. |

| Question number | Indicative content |
|---|---|
| 1(e) | **Marking instructions**<br>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.<br><br>**Indicative content guidance**<br>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.<br><br>**Responses may include:**<br><br>**Advantages**<br>• Increased customer numbers – attracted by the new technology.<br>• Potential to meet voluntary sector aim of educating visitors.<br>• Increased customer satisfaction – instant information/customers do not have to wait for talks from zookeepers to learn about their favourite animals.<br>• Cost saving – less staff needed therefore money saved on wages<br><br>**Disadvantages**<br>• Need expert staff to set up/maintain – time and cost implications for *KatmanZoo!* – particularly relevant due to voluntary sector status.<br>• Vulnerable to technical problems – the technology may not be compatible with all smartphones – leading to complaints<br>• Extra/new software needed/with programmes to protect customer data will cost money/fines if do not ensure compliance with legislation<br>• Redundancy costs associated with fewer staff being required eg educational staff<br>• Safety implications as a result of fewer staff<br>• Loss of customers as some guests dislike technology<br>• Limits opportunity of face-to-face interaction with guests and *KatmanZoo!* employees - increases the possibility of unresolved issues and complaint escalation.<br><br>**Accept any other relevant response** |

| **Mark scheme (award up to 8 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes*. | | |
|---|---|---|
| **Level** | **Mark** | **Descriptor – Evaluate** |
| Level 0 | 0 | No rewardable material. |
| Level 1 | **1–3** | • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.<br>• Few of the points made will be relevant to the context in the question.<br>• Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported. |
| Level 2 | **4–6** | • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.<br>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.<br>Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported. |
| Level 3 | **7–8** | • Demonstrates mostly accurate and thorough/detailed knowledge and understanding.<br>• Most of the points made will be relevant to the context in the question, and there will be clear links.<br>Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported. |

| Question Number | Answer | Mark |
|---|---|---|
| **2 (a)** | Award **one** mark for identification of each channel, up to a maximum total of **two** marks.<br><br>• Direct to customer/ CittàBreaks app/ CittàBreaks website/CittàBreaks website (1)<br>• Through an intermediary company/travel agency (1)<br><br>*Accept 1 x response for 'direct to customer' and 1 x response for 'through an intermediary'. Do not credit repetitions.*<br><br>**Accept any other relevant response** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2 (b)** | Award **one** mark for identification, and **one** mark for linked explanation, up to a maximum total of **two** marks.<br><br>• When money generated by tourism does not stay within the host country (1) because it is paid to large multinational travel organisations with head offices in other countries (1)/because goods and services are imported rather than locally sourced (1)/because travel and tourism workers are nationals of other countries rather than local people (1)<br><br>**Accept any other appropriate answer** | **(2)** |

| Question Number | Indicative content |
|---|---|
| **2 (c)** | **Marking instructions**<br><br>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.<br><br>**Indicative content guidance**<br><br>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.<br><br>**Relevant points may include:**<br><br>• Offer trips of longer durations – younger children can get tired easily and would appreciate having extra time to see the city's attractions without rushing around<br>• Offer single parent discounts instead of single room supplements<br>• Offer an alternative to the luxury coach to make the trip more affordable for budget conscious families<br>• Provide alternative on-board entertainment, replace 'playing classical music' with more child friendly activities such as singing nursery rhymes and playing I Spy<br>• Replace the 5* city centre hotel with a stay in an apartment, allowing parents to cater for their family as children can be fussy eaters<br>• Replace meals in silver service restaurants with less formal venues e.g. pizza parlours<br>• Replace the tour of fine art museums with more interactive experiences for families e.g. a visit to a zoo<br>• Replace the dinner dance and night at the theatre with a matinee performance of a family friendly show at the theatre<br><br>**Any other relevant point may be considered** |

| **Mark scheme (award up to 10 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes*. | |
|---|---|
| **Mark** | **Descriptor – Discuss** |
| 0 | No rewardable material. |
| 1–3 | • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.<br>• Few of the points made will be relevant to the context in the question.<br>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them. |
| 4–7 | • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.<br>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.<br>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way. |
| 8–10 | • Demonstrates mostly accurate and detailed knowledge and understanding.<br>• Most of the points made will be relevant to the context in the question, and there will be clear links.<br>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way. |

| Question Number | Indicative content |
|---|---|
| **2 (d)** | **Marking instructions**<br><br>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.<br><br>**Indicative content guidance**<br><br>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.<br><br>**Relevant proposed actions may include:**<br>• Competitive pricing.<br>• Increased range and new products and services.<br>• Product diversification.<br>• Increased research – local/national - to clarify specific influencing factors on customers' buying habits.<br>• Public relations management.<br>• Investment or upgrading facilities or introducing new facilities.<br>• Discounts for loyal/returning customers.<br><br>**Positive aspects of proposed actions may include:**<br>• Retention of existing customers, loyal customers feel there is more product range to meet their current budget.<br>• Attraction of new customers who previously considered *CittàBreaks* too expensive.<br>• Raised customer profile – a wider target market.<br>• Greater customer satisfaction – customers are given products they really want.<br>• Increased turnover potentially leading to an increase in profits due to increased customer numbers.<br><br>**Negative aspects of proposed actions may include:**<br>• Loss of identity as a 'luxury' operator as *CittàBreaks* is forced to offer cheaper products to offer competitive selling prices.<br>• Reduced turnover potentially leading to loss of profits due to selling cheaper city breaks. |

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|---|---|
| | • Reduced customer satisfaction – customers expecting *CittàBreaks* usual 'luxury' are disappointed with budget products/services<br>• Loss of regular customers – customers who were happy to pay for *CittàBreaks'* luxury packages leave to find another luxury city break provider.<br><br>**Any other relevant point may be considered** |

| **Mark scheme (award up to 10 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes*. | | |
|---|---|---|
| **Level** | **Mark** | **Descriptor – Assess** |
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1–3 | • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions<br>• Provides little evidence of application and links between relevant information. Assessment likely to consist of basic description of information.<br>• Judgements on significance may be presented, but are likely to be generic assertions rather than supported by evidence<br>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. |
| Level 2 | 4–7 | • Demonstrates accurate knowledge and understanding of relevant information with a few omissions<br>• Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made.<br>• Assessment is presented leading to judgements on significance but some may be lacking support.<br>• Demonstrates the use of logical reasoning, clarity, and appropriate sector-specific language. |
| Level 3 | 8–10 | • Demonstrates accurate and thorough knowledge and understanding of relevant information; Any gaps or omissions are minor<br>• Evidences thorough application containing linkages and interrelationships between factors leading to a judgement/judgements being made<br>• Displays a well-developed and balanced assessment leading to rationalised judgements on significance.<br>• Demonstrates the use of logical reasoning, clarity, and appropriate sector-specific language. |

| Question Number | Answer | Mark |
|---|---|---|
| **3 (a)** | Award **one** mark for correct answer.<br><br>Gross Domestic Product<br><br>**Do not accept any other answer.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3 (b) (i)** | Award **one** mark for correct answer.<br><br>7/seven<br><br>**Do not accept any other answer.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3 (b) (ii)** | Award **one** mark for correct answer.<br><br>2018<br><br>**Do not accept any other answer.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3 (b) (iii)** | Award **one** mark for identification of organisation, and **one** mark for description, up to a maximum total of **two** marks.<br><br>• Airlines (1) could decide to operate more flights to the UK from countries such as the USA, France and Germany (1)<br>• National tourist boards (1) may target their marketing at countries that currently generate the lowest numbers of inbound tourists, such as Poland, Belgium and Australia (1) | |

| | | |
|---|---|---|
| | • Visitor attractions (1) may provide activities that appeal to tourists from the top tourism generating countries such as the USA, France and Germany (1)<br><br>**Accept any other appropriate answer** | **(2)** |

| Question Number | Indicative content |
|---|---|
| **3 (c)** | **Marking instructions**<br><br>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.<br><br>**Indicative content guidance**<br><br>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.<br><br>**Relevant points may include:**<br><br>• The USA was the top generator of UK inbound tourism in 2021, 2022 and 2023 – if the bad press is not well managed, *Beachytown* could lose a large number of inbound tourists/associated revenue<br>• Domestic tourists will avoid visiting/stigma attached to visiting a 'dirty and disappointing' tourist destination<br>• Impacts on the multiplier effect of reduced tourist numbers<br>• Businesses reliant on tourism may close down due to lower tourist numbers<br>• Job losses/local unemployment<br>• Cancellations of bookings<br>• Negative affects on future investment in the area/new businesses opening in *Beachytown*<br>• Very difficult to change a long established bad reputation – better to act quickly and prevent long term damage to reputation<br><br>The 'coastal resort' of *Beachytown* may be considered as either a coastal resort town, or as a coastal resort accommodation.<br><br>**Any other relevant point may be considered.** |

| **Mark scheme (award up to 8 marks)** refer to the guidance on the cover of this document for how to apply levels-based mark schemes*. |
|---|
| **Descriptor – Discuss** |
| No rewardable material. |
| • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.<br>• Few of the points made will be relevant to the context in the question.<br>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them |
| • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.<br>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.<br>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way. |
| • Demonstrates mostly accurate and detailed knowledge and understanding.<br>• Most of the points made will be relevant to the context in the question, and there will be clear links.<br>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way. |

| Question Number | Indicative content |
|---|---|
| **3 (d)** | **Marking instructions**<br><br>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.<br><br>**Indicative content guidance**<br><br>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.<br><br>**Responses may include:**<br><br>**Advantages:**<br>• Increased visitor numbers interested in the new and exciting attraction<br>• Attracts a new generation of visitors who would not previously have visited the area<br>• Increased income for *Beachytown's* accommodation providers/transport operators/restaurants/bars etc<br>• Longer term employment opportunities for residents<br>• *Beachytown's* facilities could remain open for longer, which can also benefit the locals<br>• *Beachytown* offers its youth more regular employment opportunities, so residents are occupied, earning a wage and less likely to engage in anti-social behaviour.<br>• May attract further investment to the area<br><br>**Disadvantages:**<br><br>• Potential complaints from local residents as tourists make it difficult for them to access public services such as buses, taxis<br>• Increased issues with litter/damage/noise associated with tourists visiting *Beachytown* for extended periods of the year.<br>• Economic leakage as not all of the income generated will remain in *Beachytown* eg market stall owners and fairground ride operators are not necessarily residents of *Beachytown* and their |

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|---|---|
| | money will leave *Beachytown* when the Winter Wonderland season ends<br>• Increased demand on *Beachytown's* local council and its resources e.g. additional funds required to cover increased refuse collection, maintenance of public toilet and parking facilities<br><br>*The 'coastal resort'of Beachytown may be considered either as a coastal resort town, or as a coastal resort accommodation.* |

| Level | Mark | Descriptor – Evaluate |
|---|---|---|
| Level 0 | 0 | No rewardable material. |
| Level 1 | 1–3 | • Demonstrates isolated elements of knowledge and understanding; there may be major gaps or omissions<br>• Provides little evidence of application and links between relevant information; evaluation likely to consist of basic description of information<br>• Conclusions may be presented but are likely to be generic assertions rather than supported by evidence<br>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question |
| Level 2 | 4– 6 | • Demonstrates accurate knowledge and understanding of relevant information with a few omissions<br>• Evidence of application, demonstrating some links between factors leading to a judgement being made.<br>• Evaluation is presented leading to conclusions, but some may be lacking support<br>• Demonstrates use of logical reasoning, clarity and appropriate sector-specific language |
| Level 3 | 7– 9 | • Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions<br>• Evidence of application demonstrating links and interrelationships between factors, leading to supported judgement/s being made<br>• Displays a balanced evaluation, demonstrating an awareness of competing arguments leading to conclusions<br>• Demonstrates use of logical reasoning, clarity and appropriate specialist sector-specific language |
| Level 4 | 10–12 | • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are very minor<br>• Evidences through application, leading to a balanced evaluation drawing on links and interrelationships between factors<br>• Displays a well-developed, balanced and coherent evaluation, demonstrating a thorough grasp of competing arguments, leading to supported conclusions<br>• Logical reasoning is evidenced throughout the response, which is clear and uses sector-specific language consistently and fluently |

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