Examiners' Report
Lead Examiner Feedback

January 2024

Pearson BTEC Nationals
In Travel and Tourism (20208K)
Unit 2: Global Destinations

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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 report has been written by the Lead Examiner for the BTEC Unit 2 – Global Destinations. It is designed to help you understand how learners performed overall in the Set Tasks of the task based external assessment.

For each activity, there is an analysis of learner performance together with sample responses. We hope this will help you to prepare your learners for future external task based assessments.

It is recommended this report is read in conjunction with all the associated documentation, the Part A: Research tasks, Part B: Set Tasks for the external task based assessment, Part B: Information Booklet and the Mark Scheme.

This was the third January series task based external assessment/exam series for the Pearson BTEC Level 3 Nationals Extended Certificate, Foundation Diploma, Diploma, Extended Diploma in Travel and Tourism, Unit 2 Global Destinations. The task based external assessment had a total of 60 marks available.

It was very pleasing to see some excellent responses and an improvement in performance for many. It was apparent that many learners were prepared and understood the task requirements. This is clearly due to the hard work taking place in centres to fully prepare their learners for this unique assessment. It was noted that most learners attempted all three activities, and a range of marks was awarded.

To support centres in preparation for the external task-based assessment, it is highly recommended that centres access the material available to download from the Pearson website. Particularly, the Sample Assessment Materials (SAMs) which include sample task based external assessments Part A and Part B, Information Booklets and Mark Schemes. In addition, following each external assessment/exam series, the Lead Examiner Report will be available to download here and it is recommended centres access these too.

Some learners needed extra answer sheets to continue their answers. It is essential that learners please indicate on the answer booklet that there is a continuation elsewhere. Some used an * 'continues on attached sheet'. It is also essential that they do not go back to unused pages in previous activity answers, to continue their later activity answers, and use extra sheets rather than doing this.

Learners are reminded of the need to be concise and that overly long responses may not help in gaining any extra marks but may hinder attainment elsewhere by leaving insufficient time. Whilst it is appreciated that the assessment requires a lot of writing, examiners have commented on the illegibility of some responses. Learners are reminded to take their time to write as clearly and neatly as they can.

Introduction to the Overall Performance of the Unit

This external task based assessment is in two parts. The first, Part A is issued ahead of the date of the formal assessment and gives details of research tasks learners should carry out. It also includes instructions on what learners are permitted to bring to the formal assessment. Part B includes an Information booklet with information to support the activities; Part B also includes the Set Task – this is the three activities that comprise the formal assessment. The formal assessment should be completed in three hours and has 60 marks available.

Results were really encouraging and indicated the task based external assessment was accessible for learners. Learners appeared to engage well with all three activities. Similar to previous series which have included the TALC model, understanding of the concept of the TALC and characteristics of the consolidation stage was a weakness for many who performed less well on activity 1.

For activity 3 there was an error on the Part A: research tasks, the fourth bullet point of research 'recent and potential natural disasters' was not included in Part A. Ensuring that no learners were disadvantaged by the fact that they had not been guided to research this factor for New Zealand was emphasised to all examiners during the series. As the approach of marking these the activities is holistic 'best fit', examiners were reminded of this especially in relation to activity 3. That they would need to consider different scenarios:

- some responses would not have recent and potential natural disasters for either destination.
- some responses may have recent and potential natural disasters for Kauai only (this content was in the informational booklet)
- some responses would have recent and potential natural disasters for both destinations.

All of these types of responses were seen, and examiners were guided to ensure that in all of those situations learners would be able to access the full range of marks regardless of which approach they took.

it was apparent that learners were more confident writing about New Zealand, the destination they had researched, than the unseen destination Kauai. This is similar to all previous series, many learner's started this activity by writing their response about New Zealand. It was also evident that learner's engaged well with this activity in particular the key factor of the task which 'visiting destinations that are locations for popular film and TV programmes.

Few blank and incomplete responses were seen, where this did occur it was possibly due to poor exam technique rather than lack of knowledge. Potentially spending too long on one activity and not observing the time available. Or copying too much of their own research and/or copying all three itineraries in activity 2 leaving insufficient time for activity 3, which is worth the most marks. Where activity 3 is attempted first, writing too much on this task may impact on activity 1 and/or 2 and leave those responses incomplete.

The external assessment successfully discriminated across all ability levels and marks were awarded across all four mark bands of the marking schemes for each activity. Where learners did not access the higher marks available it was largely due to them not demonstrating skills such as application of knowledge and ability to evaluate.

Some learners give descriptive responses, either rewriting information provided or writing up their research notes with little regard to the specific requirements of the task. This again is a common weakness seen in previous series. Some did not demonstrate an ability to be selective with the research information gathered or that presented. For example, one of the main skills required for activity 2 was the ability to assimilate and interpret all the information provided in the three itineraries and to then discriminate which were the most relevant aspect for each option with reference to the customers' needs and requirements. Only the most able demonstrated this skill and provided clear, focused evaluations leading to a justified recommendation.
Often learners would focus on more general customer needs, such as budget and length of stay, using the table rather than the detail in the itineraries. Only the most able interrogated the itineraries in detail and evaluated more specific customer needs, such as opportunities for visiting ancient sites, couple in their 50s wanting a suitable tour in the autumn. Although it was clear that including the mild phobia of heights and memorable activity for their anniversary were popular needs to write about and featured in many responses.

Throughout the assessment activities, there is a clear need to support learners in how to be selective of information, and how to build this into a structured response that addresses the requirements of each activity. To be aware that that they should not just simply copy out notes or rewrite stimulus material. It was pleasing to see some learners had planned their responses using the task and answer booklet to sketch out a structure and content – this was sometimes then crossed out to show where the responses started, an excellent technique. It was also pleasing to see learner's, in particular for activity 3 using sub headings, to help focus and structure their response. Again, an excellent technique to ensure all parts of the activity are addressed and to avoid repetition, although this can restrict some learners from a more holistic evaluative approach.

Exam management is an area to work on for many. Ahead of the formal assessment learners need to plan the time they need to spend on each activity. For instance, they should plan to spend less time on Activity 2 which has the fewest marks (16) and the most time on Activity 3 with the highest number of marks (24). It is vital that learners read all the information available before even attempting to write an answer to an activity. Part of the time allowed for each activity should be for 'reading/absorbing' and 'planning'.

It was pleasing to see greater evidence of incorporating all the elements of each activity. For example, in activity three, learner's including accessibility/transport to the destinations from the UK, and accessibility/transport within the destinations. For the higher marks, they need to show they had differentiated between all that was available, the specific details they needed and what was irrelevant. So, for instance, deciding and selecting which elements of their own research were the most relevant to the activity.

There were two aspects of Activity 2 and Activity 3 - an evaluation and a justified recommendation. Its pleasing to see more learners writing an evaluation. There were less instances of descriptive responses that would identify an advantage but not expand on the point to link to the context of the activity, or just copy out the itinerary (activity 2) or information booklet (Activity 3).
As highlighted in previous series though not as prevalent, some learners miss the requirement for a recommendation or provide a very limited recommendation, just offering a couple of sentences. Providing a justified recommendation is a key element of both activities, again with guidance

and practise learners can seek to improve the skills needed. This needs to draw on the findings of the evaluation and contain judgements made should be supported with relevant evidence.

Individual Questions

The following section considers each activity on the Part B Set Tasks, task based external assessment, providing examples of learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment documentation mentioned above and the corresponding mark scheme.

In Part A the research preparation for Activity 1, learners were provided with a brief introduction to Reykjavik, Iceland and required to conduct research into four features and aspects of Reykjavik, Iceland. In Part B, the Set Task for Activity 1 required learners to write an article that explained the appeal and development of Reykjavik, Iceland as a global tourist destination. They were instructed that in their article they needed to make reference to the characteristics of the consolidation stage of the TALC model in Iceland, and the key features that give the destination global appeal. They needed to use their own research and the TALC model provided in the Information booklet to support their article. This activity was worth 20 marks.

Again, there appears to be an improvement this series. Some excellent responses were seen and it was evident learners enjoyed the activity and that most had conducted sufficient and appropriate research. Many displayed knowledge and understanding of the global appeal of Reykjavik, Iceland, particularly where they wrote about its historical, natural attractions, and culture. A range of responses were seen and marks across the four mark bands were accessed. The majority of learners gained mark band 2 or mark band 3 marks.

The main weakness was not seeing the requirement for an explanation of 'how' the destination was at the consolidation stage. The weakness that hindered achievement was a limited understanding of the TALC model and its stages and how to explain a destination was at a certain stage with supported evidence. Many learners focused more on explaining other key features that give Reykjavik, Iceland global appeal. Whilst this was part of activity 1, it was the TALC model/consolidation stage which was the main focus of the activity and the focus of the information booklet for activity 1,

so where learners included this and endeavoured to give it as much if not more focus they accessed higher marks.

Where the lower marks were awarded a number of other common issues were observed:

• Inability to apply knowledge and understanding of appeal of destinations to Reyjavik, Iceland and the task. Learners did not select the key information from their research notes to highlight the key features that give global appeal.

• Responses copied out from research notes that included very detailed information about particular hotels or restaurants or attractions and did not meet the requirements.

• Descriptions or lists of features of Reykjavik, Iceland with no link or reference to how they affected appeal

• Responses where material that could be credited was often 'buried' within a substantial amount of general information.

• Inability to apply knowledge of the theoretical TALC model to the destination. Not selecting relevant information from their own research that linked to the characteristics of the consolidation stage. It would be useful for centres to look at the indicative content on the mark scheme to help learners understand how to do this.

• Time wasted by copying descriptive text, including the Part A stimulus.

In the following response there is inclusion of location and some explanation of appeal, some attractions although not named and climate linked too appeal. There is inclusion of the Northern Lights with some explanation of appeal. There is inclusion of TALC going through different stages and comments are more general. mark band 2 was considered best fit holistically as there was adequate knowledge and understanding, attempts to use the information booklet (TALC). It was considered to be at the lower end of the mark band as it barely meets the descriptors of mark band 2.

Reykjavik is located in iceland. Iceland is a island country at the confluence of the north Alantic and artic oceans. Reykjavik is located near the [redacted] Northern hemisphere. The eligion in Reykjavik is predominantly christian. Due to Reykjavik being the largest city and the captial of iceland it means that it is well known and a popular place to go and visit.

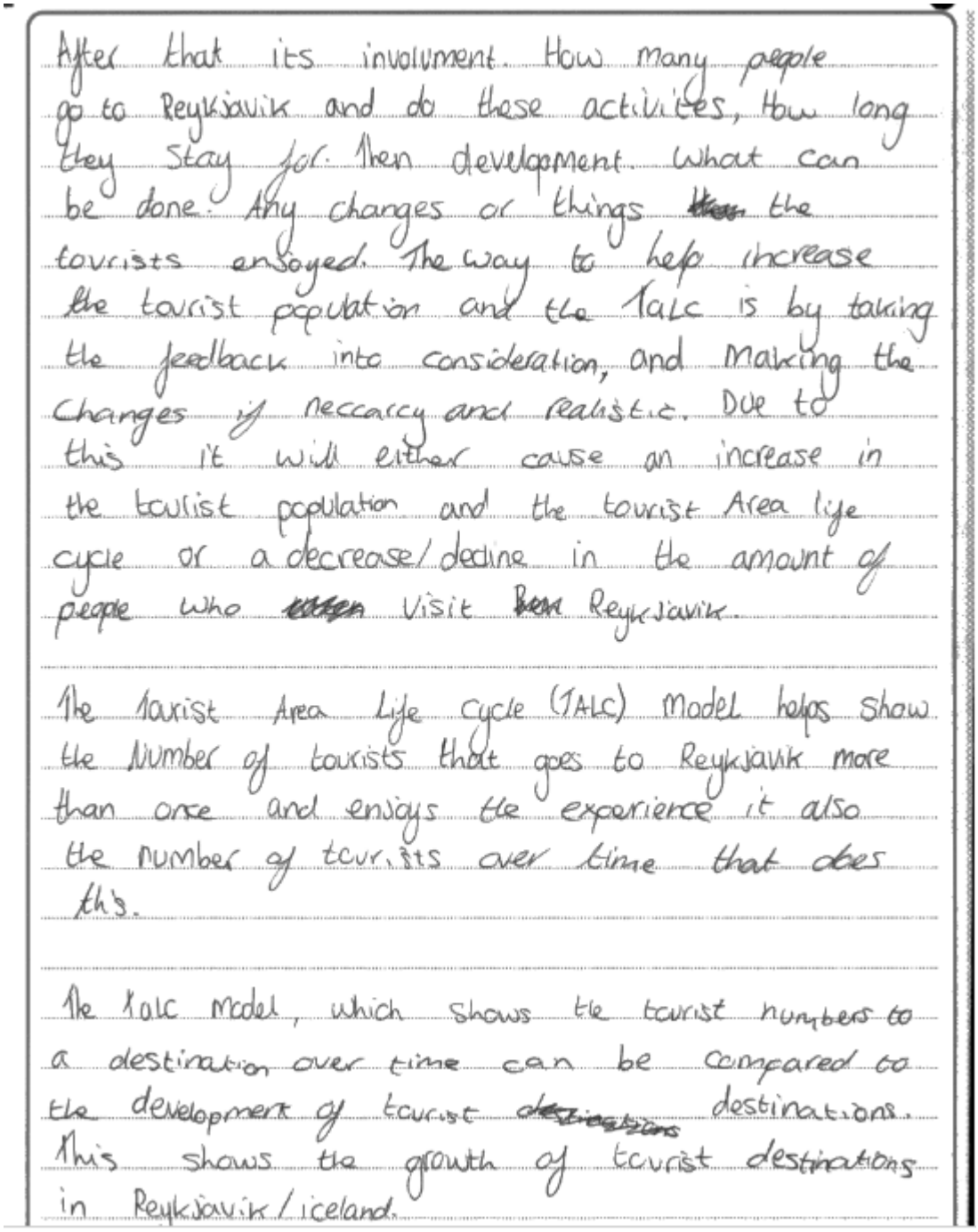
The Reykjavik costline area is characterised by peninsulas, Coves, straits, and islands. This means that there are so many different things to do and places to go and see. Due to this wide range of activites and places it causes an increase in tourists who are visiting [redacted] who are a wide range of ages. Athough some people may not Appeal to ~~Ice~~ Iceland due to it being cold. There are so many different things you could experience.

An example of A way Reykjavik in Iceland can gain tourists and a wider visitor population is by the Northern lights. This is because you are more likley to see and experience them in Reykjavik.

The northern lights are a beautiful thing to see they create an amazing view and a change in Sceanary. They happen at a certian time in the year therefore tourist population would increase during that season.

The TALC (tourist Area life cycle) model help Shows the tourist numbers to a destination over time. Thoughout this model you are able to see if the tourist Area of life/ the tourist population increase (Rejuvenation) or decreases (declines).

The talc model Starts of with exploration, this is when you look around, find out what activities there are, what places to go to, Alongside finding out about the place itself. In Reykjavik this could be looking at views going to islands around it, looking at the caves, the way the city was formed.



After that its involvment. How many people go to Reykjavik and do these activities, how long they stay for. Then development. What can be done. Any changes or things the tourists enjoyed. The way to help increase the tourist population and the TALC is by taking the feedback into consideration, and making the changes if neccarcy and realistic. Due to this it will either cause an increase in the tourist population and the tourist Area life cycle or a decrease/ decline in the amount of people who visit Reykjavik.

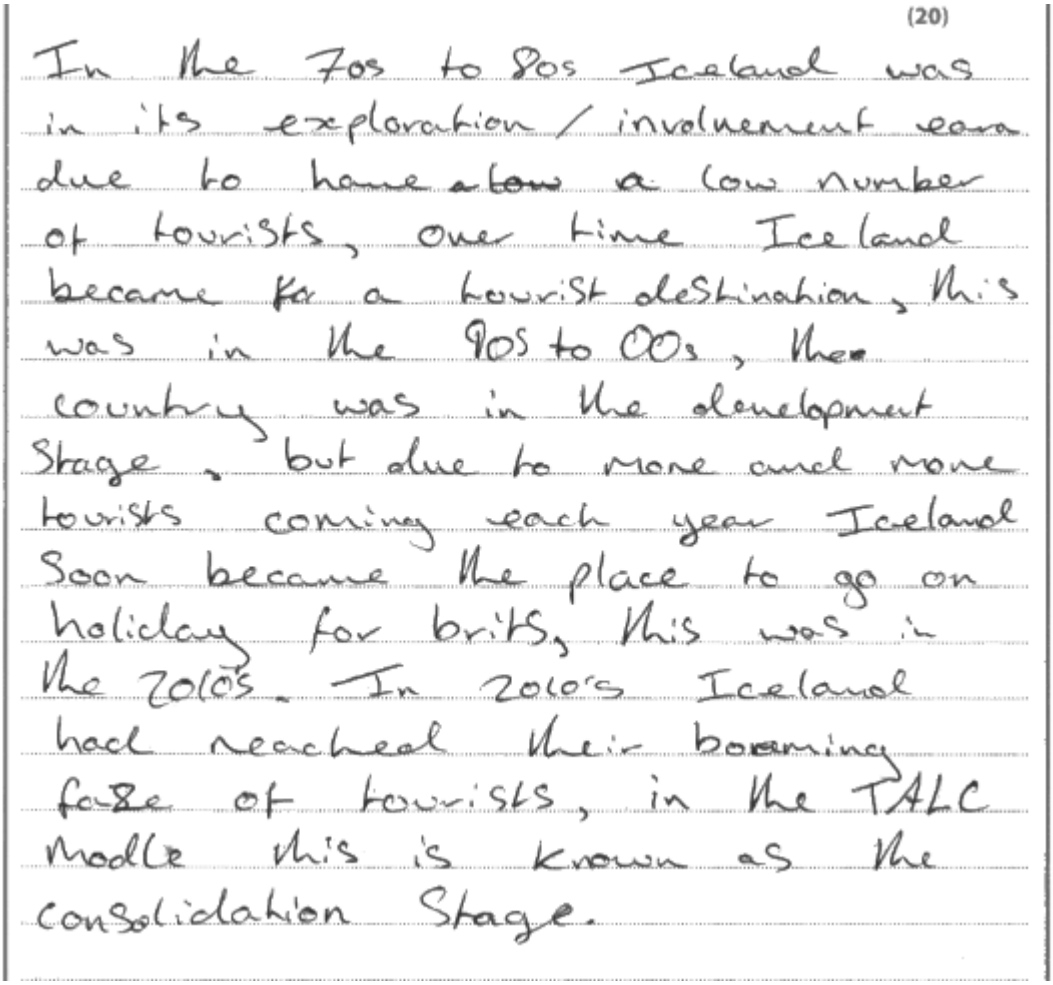
The Tourist Area Life Cycle (TALC) model helps show the number of tourists that goes to Reykjavik more than once and enjoys the experience it also the number of tourists over time that does this.

The TALC model, which shows the tourist numbers to a destination over time can be compared to the development of tourist destinations. This shows the growth of tourist destinations in Reykjavik / Iceland.

Total 6- marks (Mark Band 2)

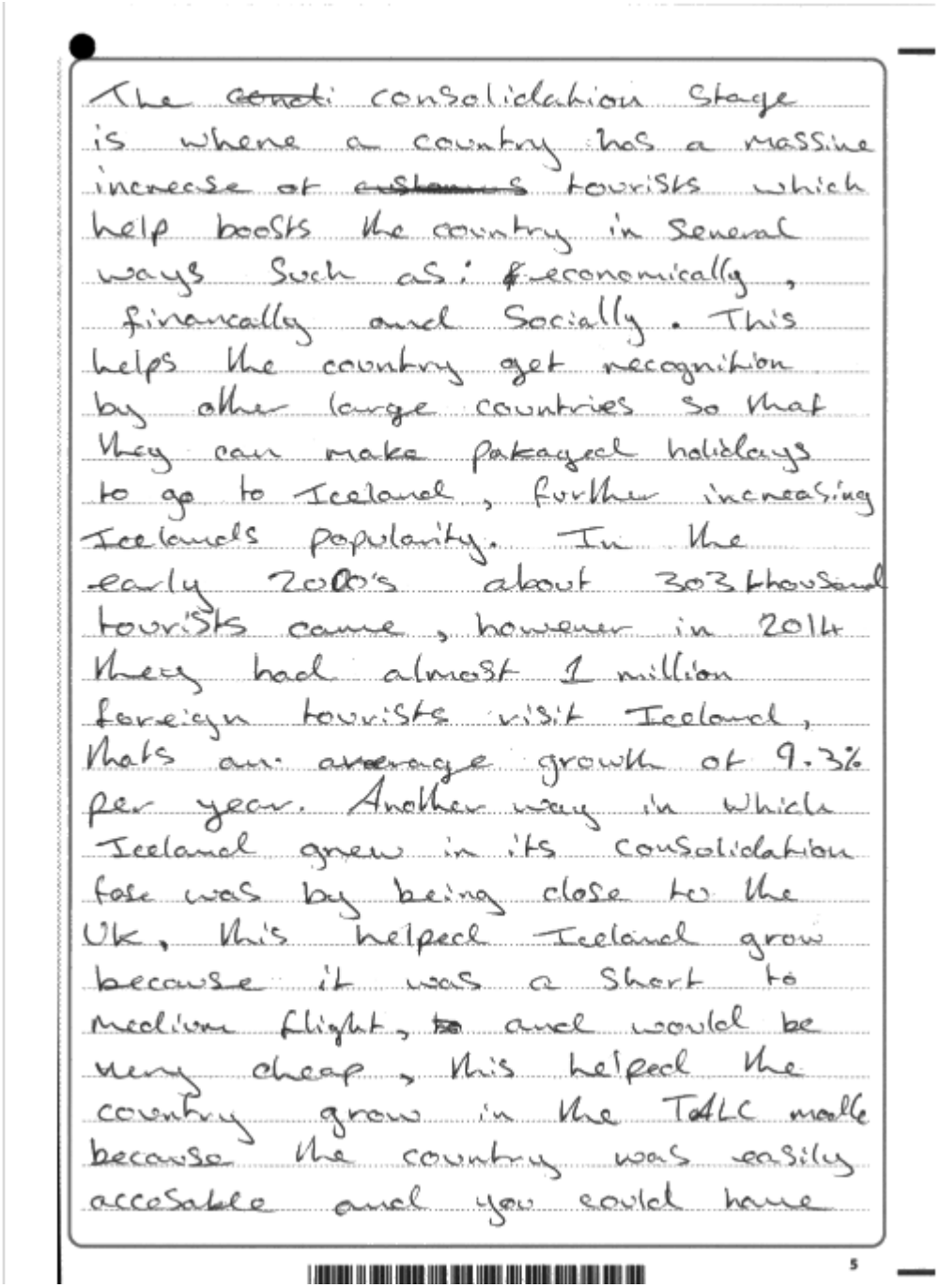
In the following response its starts with theory of TALC with more general links to the consolidation stage. There is some specific detail on visitor numbers but not a clear explanation to how this supports the TALC stage.

There is a link to appeal and location as close to UK and consideration of foods, and crime rate and appeal. It ends with Reykjavik location and appeal related to the airport. The best fit is adequate knowledge and understanding, there are clear attempts to use the research and information booklet (TALC). It is therefore mark band 2 as meets all the descriptors of mark band 2 a mark at the top of the mark band is awarded.



(20)

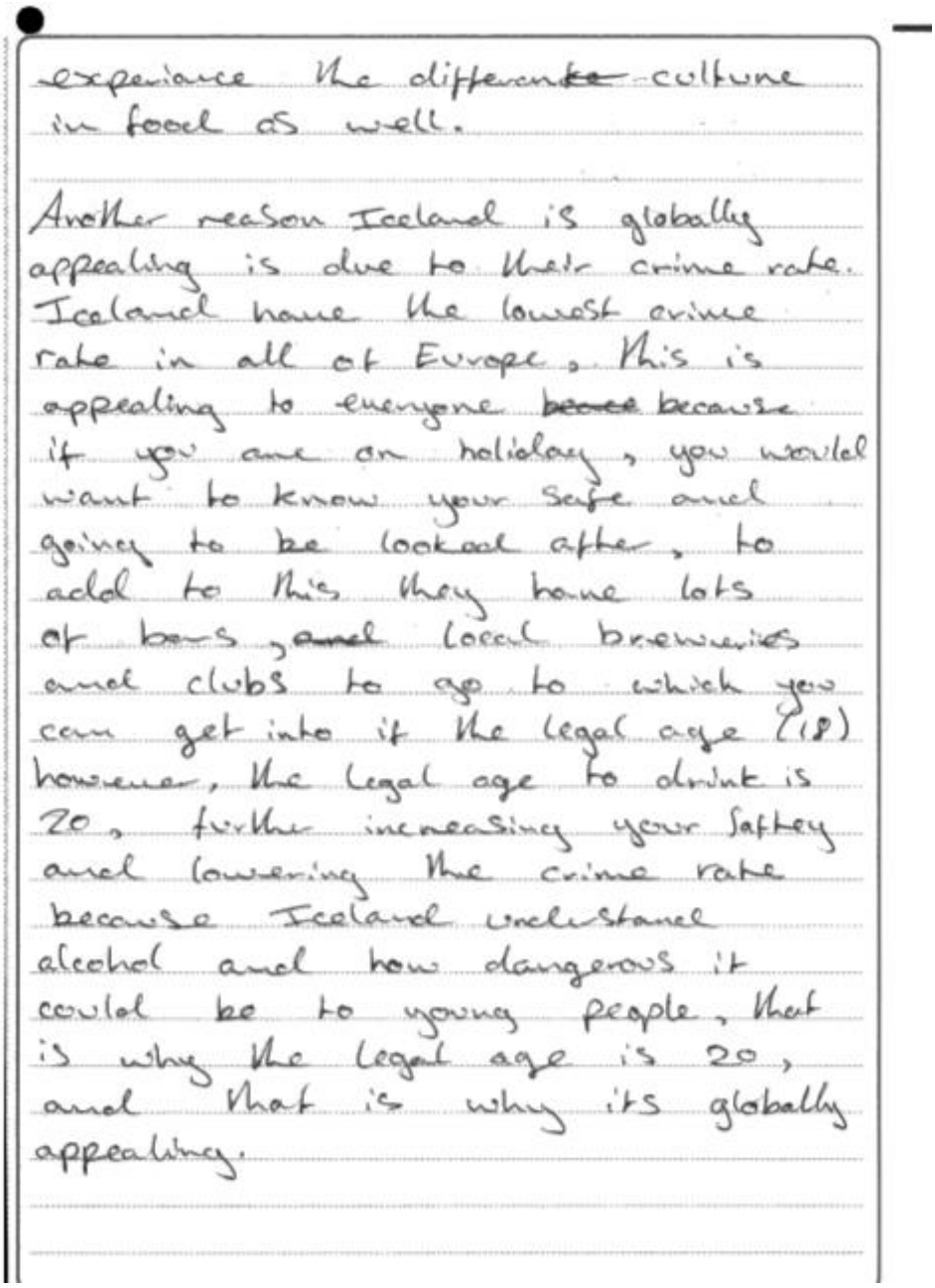
In the 70s to 80s Iceland was in its exploration / involvement era due to have a low a low number of tourists, over time Iceland became for a tourist destination, this was in the 90s to 00s, then country was in the development Stage, but due to more and more tourists coming each year Iceland Soon became the place to go on holiday for brits, this was in the 2010's. In 2010's Iceland had reached their booming fase of tourists, in the TALC model this is known as the consolidation Stage.



The ~~consolidation~~ consolidation Stage is where a country has a massive increase of ~~visitors~~ tourists which help boosts the country in Several ways Such as; ~~economically~~, financally and Socially. This helps the country get recognition by other large countries so that they can make pakaged holidays to go to Iceland, further increasing Icelands popularity. In the early 2000's about 303 thousand tourists came, however in 2014 they had almost 1 million foreign tourists visit Iceland, thats an average growth of 9.3% per year. Another way in which Iceland grew in its consolidation fase was by being close to the UK, this helped Iceland grow because it was a Short to medium flight, ~~to~~ and would be very cheap, this helped the country grow in the TALC model because the country was easily accesable and you could have

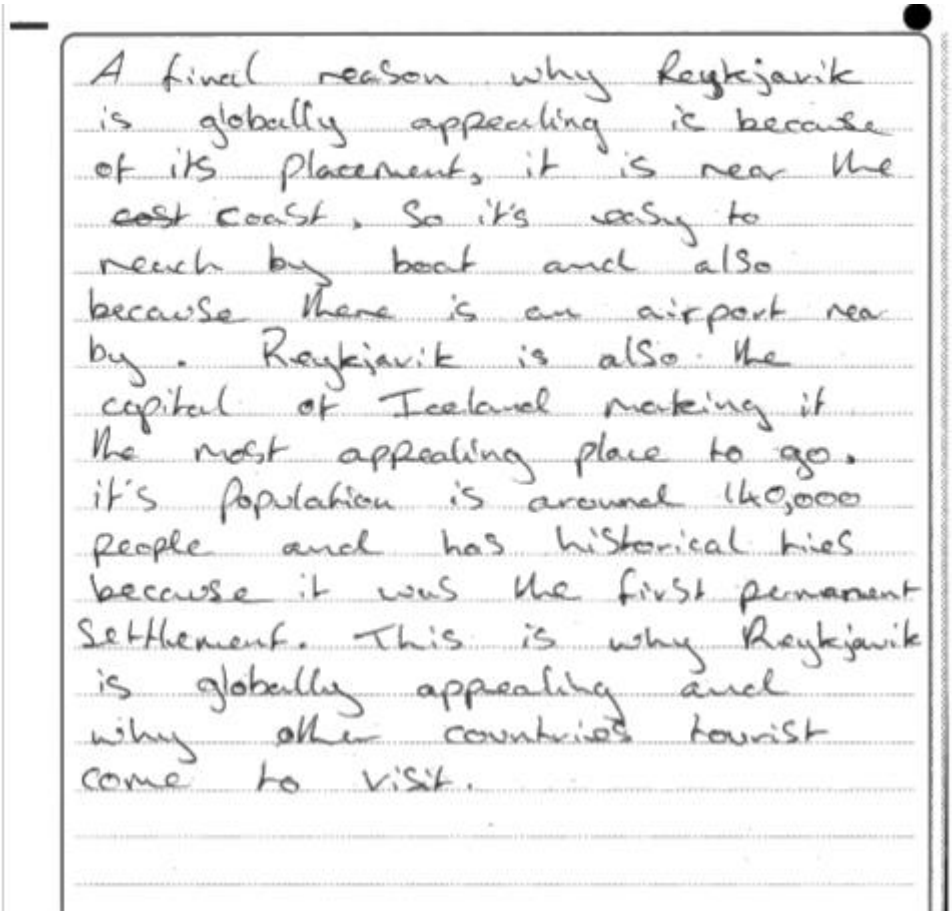
a small trip away from home / work for the weekend or holiday.

Some of Reykjaviks ~~that gives~~ key features that make it appealing to foreign countries is that they have a high amount of culture, and celebrate it by having a massive feasival. This makes Iceland appealing to the countries due to the fact that they can make holidays out of their culture for their citizens to see, as well as to be immersed within ~~all~~ a different countries culture to experiance what happens and why it's important for them. Also while celebrating you'll be able to feast on traditional Icelandic meals. Such as Icelandic fish, Sheeps ~~head~~ head and Twisted doughnut. This makes Iceland even more appealing because you get to



experiance the difference culture in food as well.

Another reason Iceland is globally appealing is due to their crime rate. Iceland have the lowest crime rate in all of Europe. This is appealing to everyone because if you are on holiday, you would want to know your safe and going to be looked after, to add to this they have lots of bars, and local breweries and clubs to go to which you can get into if the legal age (18) however, the legal age to drink is 20, further increasing your saftey and lowering the crime rate because Iceland understand alcohol and how dangerous it could be to young people, that is why the legal age is 20, and that is why its globally appealing.


A final reason why Reykjavik is globally appealing is because of its placement, it is near the east coast, so it's easy to reach by boat and also because there is an airport near by. Reykjavik is also the capital of Iceland making it the most appealing place to go. it's population is around 140,000 people and has historical ties because it was the first permanent settlement. This is why Reykjavik is globally appealing and why other countries tourist come to visit.

Total -10 marks (Mark Band 2)

Where the higher marks were achieved, understanding of the TALC model stages and characteristics was more evident. Responses reflected an element of planning, organisation and selection from research notes and a dissection of the activity requirements was evident. This time spent in preparation was well worth it where it resulted in more focused and cohesive explanatory accounts that fully met task requirements and the higher mark bands.

Other factors that aided achievement of the higher marks included:

• Selection of a range of appropriate and named examples from research notes with an explanation of how these gave Reykjavik, Iceland 'global appeal'. The focus on appeal (and global appeal) was a stronger element in responses and links to consolidation stage.

• Responses with a clearly structured approach which started with Reykjavik, Iceland global appeal linked directly with the TALC model. Some worthy of marks in marks band 4 clearly understood the TALC model, using examples of from the indicative content on the mark scheme such as visitor numbers growth and then slowing/higher than residents, local economy dominated by tourism and infrastructure with named global brands such as Air BnB being a feature in accommodation offered.

In the following response there is location and then theory link to TALC/consolidation stage. Visitor attractions with explained link to appeal. It then moves back to TALC/consolidation stage with specific examples, rapid rise, Air BnB. Then again visitor attractions with specific examples and link to film location and data. There is a summary and conclusion. Best fit is mark band as the response demonstrates comprehensive knowledge and understanding, sustained links to research, use of the information booklet (TALC) with relevant examples throughout. It is considered more of a reasonable/barely meets match to mark band 4 traits holistically so moved slightly down from the mid point.

Part B: Set Task Information

You must complete ALL activities.

You will need to refer to the Information Booklet and your research notes from **Part A**.

Activity 1: Appeal of global tourist destinations

Your manager has asked you to prepare an article that explains the appeal and development of **Reykjavik, Iceland** as a global tourist destination.

Use your research notes and the Tourist Area Life Cycle (TALC) model, given in the Information Booklet, to support your article.

Your article **must** make reference to:

- the characteristics of the **consolidation** stage of the TALC model in **Iceland**
- the **key features** that give **Reykjavik** global appeal.

(20)

Reykjavic, Iceland is an enchanting town on an island country which lies on an active geological border, being the reason for many of the natural wonders which entice tourists.

~~Iceland~~ The development of Iceland has reached the consolidation stage as ~~many~~ the wonders attract many tourists, resulting in more visitors than Icelandic residents. Iceland is home to many key features which gives a global appeal. ✗ The natural attraction Gullfoss falls - 2 hours from Reykjavik - attracts visitors through the 22 meter drop of waters followed by Geysir Strokkur which erupts water 20 feet every 10 minutes. This unique ~~experience~~ 'bucket list' experience is a top reason people choose to visit Iceland. Vatnajokull national park is home to Europe's largest ~~glacier~~ glacial, with activities to do all throughout the year. Hiking trails around the park and the glacial in the summer, or riding across ice caps on a snowmobile in winter are activities interesting

hundreds of thousands a year.

~~the~~ Iceland being in the consolidation stage of the TALC model ~~has~~ brings both positives and negatives to the country. Having more tourists than residents has meant the country has had to adjust quickly, however the state failed to invest in infrastructure as numbers of visitors began to rise, resulting in stress and problems ~~such~~ including not enough places for visitors to stay. ~~On the of~~ However this issue was quickly resolved when the tourism revenue was 42% of the economy as tourist numbers have quadrupled in the last decade. The boost of Iceland's economy has meant they have been able to stay on top of the industry's needs. ~~'Airbnb'~~ Global company 'Airbnb' was able to welcome 200,000 guests to Iceland which is half of the population. Tourists can stay in Lord of the Rings styled villages or simple condos, making their stay more enjoyable, and exciting.

Key features of the capital, Reykjavik gives Iceland a global appeal through the exciting and adventurous activities that can be taken part in. Whale watching in Reykjavik has been deemed as extremely popular due to the 80-95 % chance each time of seeing whales. The famous, Blue Lagoon spa is a sole purpose ~~so~~ many people add Iceland to their bucket list's due to the healing waters

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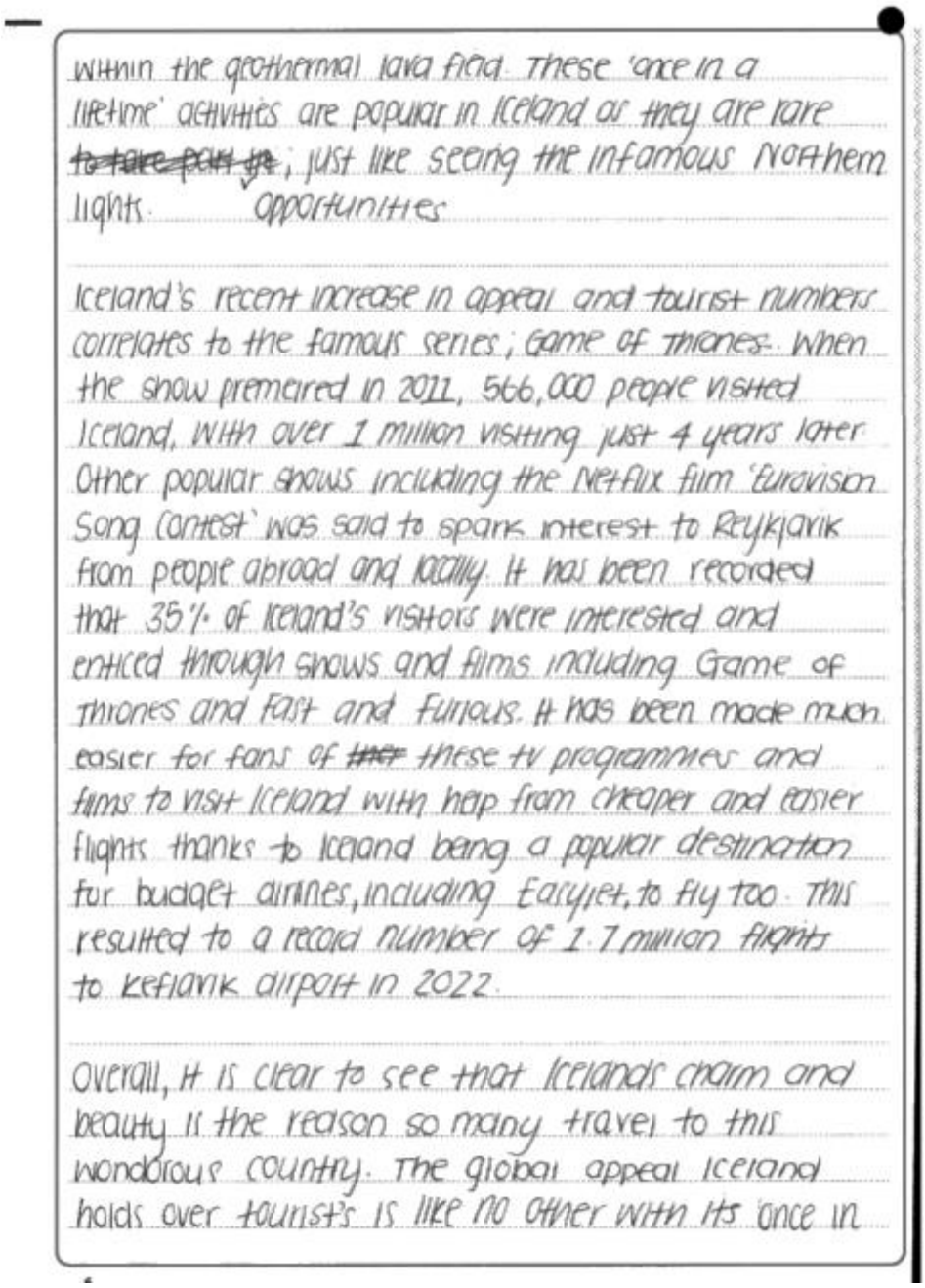


within the geothermal lava field. These 'once in a lifetime' activities are popular in Iceland as they are rare ~~to take part in~~; just like seeing the infamous Northern lights. opportunities

Iceland's recent increase in appeal and tourist numbers correlates to the famous series; Game of Thrones. When the show premiered in 2011, 566,000 people visited Iceland, with over 1 million visiting just 4 years later. Other popular shows including the Netflix film 'Eurovision Song Contest' was said to spark interest to Reykjavik from people abroad and locally. It has been recorded that 35% of Iceland's visitors were interested and enticed through shows and films including Game of Thrones and Fast and Furious. It has been made much easier for fans of ~~their~~ these tv programmes and films to visit Iceland with help from cheaper and easier flights thanks to Iceland being a popular destination for budget airlines, including Easyjet, to fly too. This resulted to a record number of 1.7 million flights to Keflavik airport in 2022.

Overall, it is clear to see that Icelands charm and beauty is the reason so many travel to this wonderous country. The global appeal Iceland holds over tourist's is like no other with its 'once in

Total -17 marks (Mark Band 4)

Activity 2

In Part A there is no research preparation needed for Activity 2. In Part B, in the Set Task for Activity 2 details of three possible itineraries of a tour to visit ancient sites in Central and South America. Itinerary options were provided in the Information Booklet. In addition, learners were given a brief scenario with details of the needs and circumstances of customers seeking advice on the most suitable itinerary for them. Learners were required to consider the needs and circumstances of the customers and each itinerary option and write an email to the customers.
In the email, learners needed to provide an evaluation of each of the proposed options, based on the consideration of the customers' needs and a justified recommendation of the most suitable option. This activity was worth 16 marks. A range of responses were seen and marks across the four mark bands were accessed. Similar, to the previous series, the majority of learners gained mark band 2 or mark band 3 marks.

Again, this was a popular activity that the majority of learners seemed to enjoy and engage well with the scenario. Most made good use of the information provided and some wrote at length. Many learners demonstrated their understanding of the travel and tourism industry and a recognition of unstated and stated customer needs. Particularly the needs of the person with mild height phobia and a memorable activity for celebrating the couple's anniversary. Although many also considered the ancient sites in their response as well.

The majority of learners understood the need to evaluate all three options and considered their suitability. Most responded to the context in the terms of producing an email 'Dear customers' with an introduction summarising the situation and offering more help 'please contact me if I can help further' before signing off. Most also chose an option as a conclusion with some justification.
Some learners went further demonstrating a good understanding that the different options offered different numbers and types of ancient sites and memorable activities.

However, as observed for Activity 1, exam technique was a weakness for some learners. Issues identified included learners not really knowing how to write an evaluation nor how to justify recommendations. Some perhaps did not spend enough time planning their responses and were unable to provide a logical and coherent evaluation. Making full use of and

scrutinising all elements of the three itineraries was also a weak area. Some relied too heavily on the table after the itineraries.

Other common weaknesses that hindered achievement of the higher marks:

• Responses that reproduced each itinerary word for word. Writing pages and pages of details of what customers could day on every day of each itinerary. This does not meet the task requirements, and where, lifted entirely with no interpretation gained no marks. Again, there was an improvement on previous series, and this was less prevalent. It appears that learners are being made aware that this is not an effective technique.

• Responses that tended to be a few summative sentences that were generic (focusing on how long the break was for and overall cost). Some learners did not evaluate so would mainly make statements such as 'an advantage/disadvantage is the' length of stay and budget (they needed to explain why this is a advantage/disadvantage i.e. what the implications are for the couple).

• Overly long responses, with 16 marks available learners should be wary of spending too long on this activity. Where extra pages had been attached and used to rewrite the itineraries learners are advised this is not needed and reduces the time available to complete the other activities

• Little or no attempt at being selective with the information provided. Part of the skill needed throughout this assessment requires applying knowledge to discriminate between all that is provided and recognising the key details to extract. Some just focused on the budget and length of stay and overlooked for example the need for visiting ancient sites and other needs.

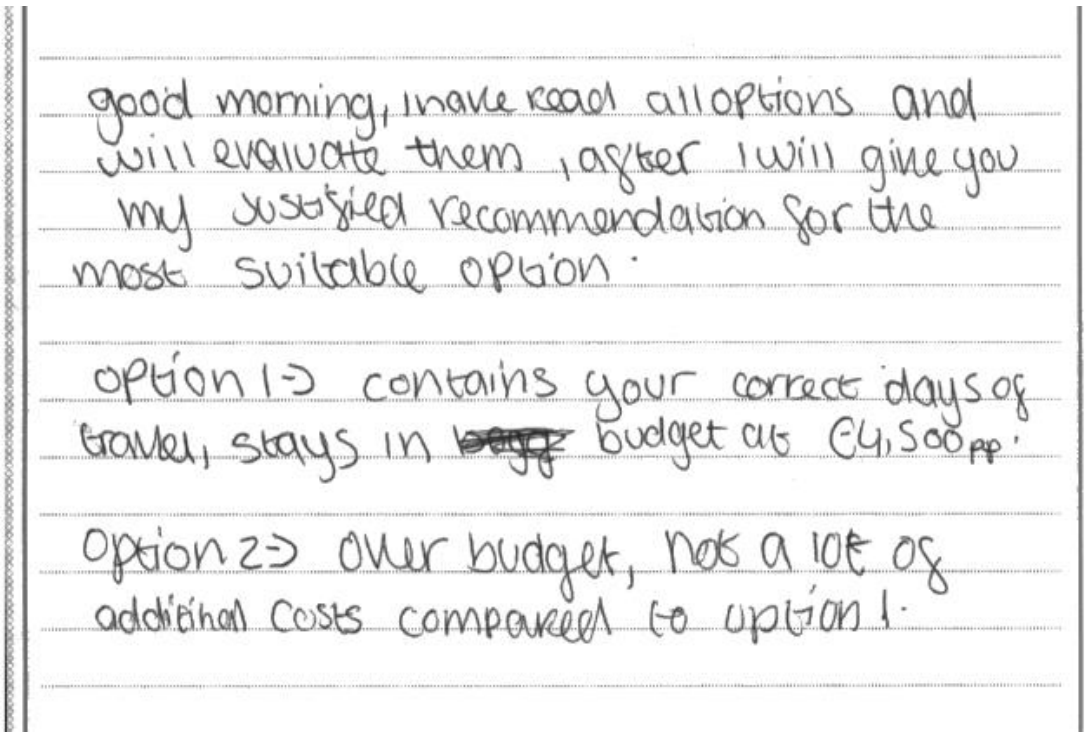
• Recommending one option as the most suitable with no reference to the other options, nor how the decision had been reached. This may have been a timing issue but best avoided all three should be evaluated.

• Responses that did not compare the three options in terms of customer needs. Often each itinerary was considered in turn with simple statements 'this is an advantage because it's the cheapest' – learners needed to expand and say why this was a benefit for the customers compared to other options.

• Disjointed, fragmented responses that were repetitive did not reflect the need for an email where arrows, lines, * used to denote a further point elsewhere. Some preplanning would avoid this. Learners could use the answer space to plan or make notes on the itineraries.

• Responses where no recommendation was provided. Whilst fewer than previous series, some learners missed the second part of the activity and did not provide a recommendation of the most suitable option. Examiners had to scrutinise responses to see if a final choice could be inferred. Even where recommendations were given these often were too superficial and consisted of one sentence 'I think option 2 is the most suitable'.

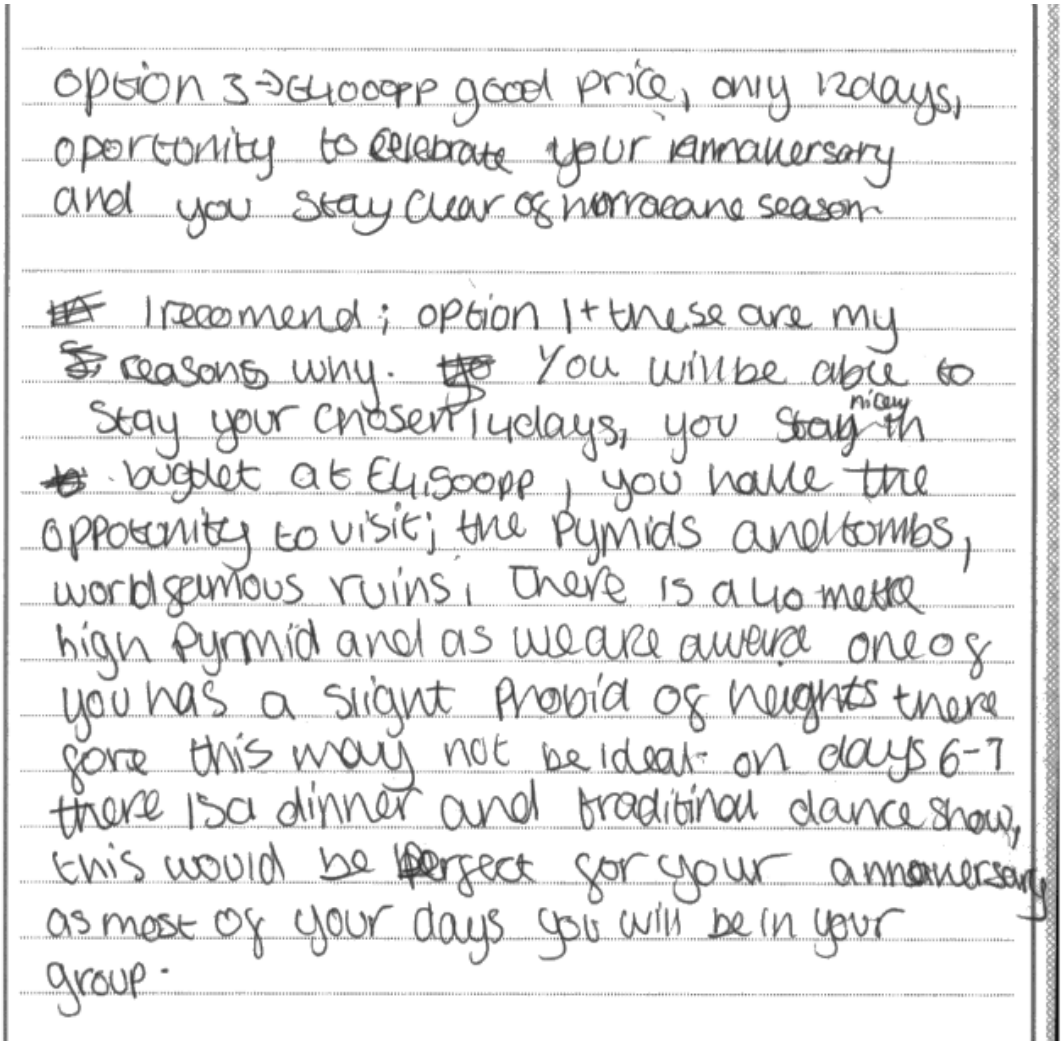
In the following response all three options were considered with a focus on general needs budget, length of stay and no other detail. These are shown in the table rather than the itineraries. There is a recommendation and it has some justification with some examples. Best fit is mark band 2 as it's a partially developed evaluation with a few links to customer needs a recommendation with some justification. The bottom of mark band 2 is awarded as it's a more basic set of advantages and disadvantages and so barely meets the traits of mark band 2.



good morning, i have read all options and will evaluate them, after i will give you my justified recommendation for the most suitable option.

option 1 -> contains your correct days of travel, stays in ~~budget~~ budget at £4,500 pp.

option 2 -> over budget, has a lot of additional costs compared to option 1.



option 3 → £4000pp good price, only 12days, oportunity to celebrate your annaversary and you stay clear of hurracane season.

I recomend; option 1 + these are my reasons why. You will be able to stay your chosen 14days, you stay nicely in bugdet at £4,500pp, you have the oppotunity to visit; the pymids and tombs, world famous ruins, There is a 40 metre high pyrmid and as we are aware one of you has a slight phobia of heights there fore this may not be ideal. on days 6-7 there is a dinner and traditinal dance show, this would be perfect for your annaversary as most of your days you will be in your group.

Total – 5 marks (Mark Band 2)

Where the higher marks were achieved learners had clearly identified the most important customer needs and responded appropriately. A number of responses where the highest marks were awarded tended to provide both a narrative of the overall option (without lengthy description) and evaluation specific to a range of the customers' needs. Some responses were also seen were different factors across the three options were evaluated.

Other factors that contributed to the higher marks being awarded:

• Responses that considered the positives/benefits/advantages/good aspects and negatives of all three itineraries on their own merit, rather than repeating same positive and negatives from other itineraries.
• Where learners recognised the less obvious, unstated customer needs such as opportunities for adventurous activities, inclusion of the Grand Canyon.
• Knowing what was required for an evaluation, organising thoughts with some plan regarding the content and structure of email responses.
• Responses that considered a range of needs and matched to features of the itineraries including the drivers with licenses, adventurous activities, food allergy, driving distance and accommodation options.
• Responses that included a justified recommendation. Some learners summarised the main positives of the chosen option with reference to the customers' specific needs/requirements and compared these against the overall advantages and disadvantages of the discounted options.

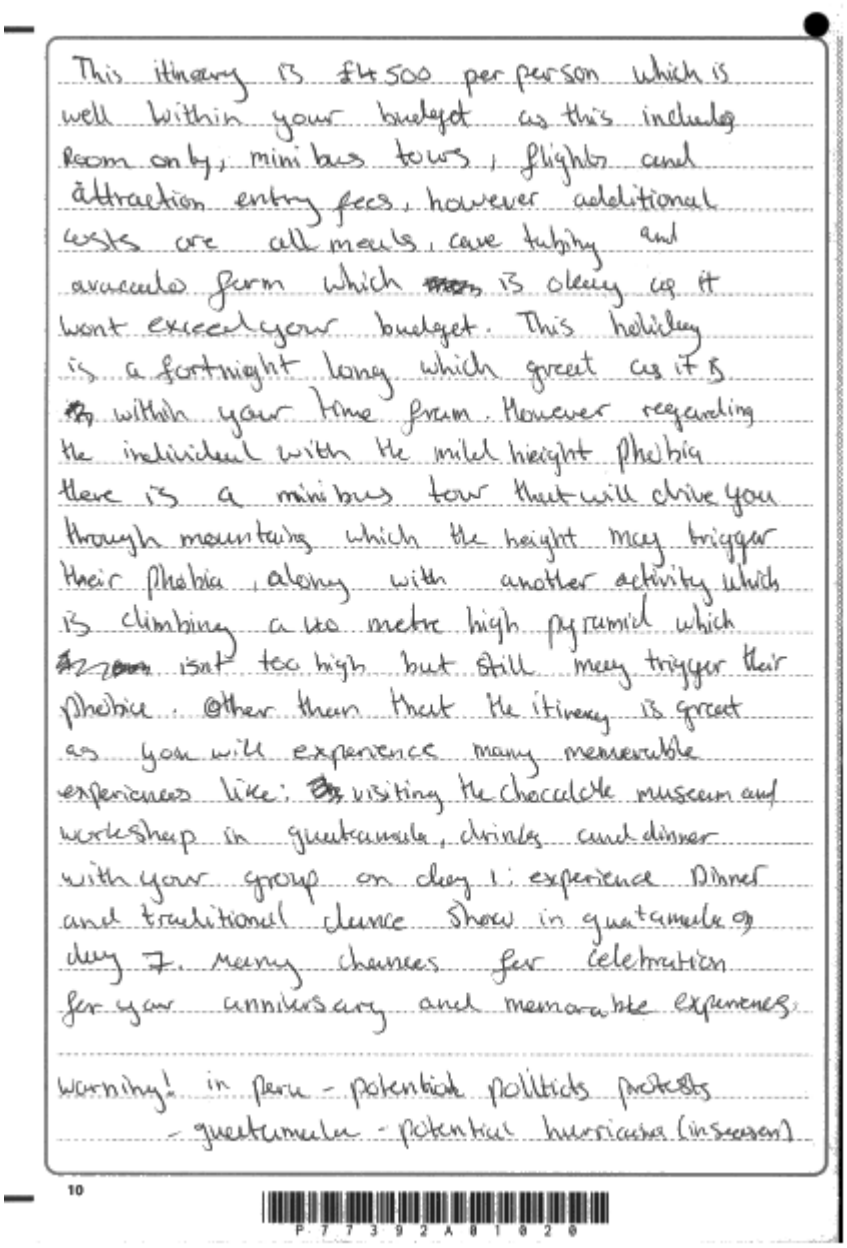
In the following response the is consideration of option 1 with the number of attractions and links to specific needs with focused evaluation on phobia with two examples. There is a range of examples of memorable activities for the anniversary and a FCDO warning with some evaluation. Option 2 has evaluation of budget and length of stay, range of attractions given with some developed evaluation of heights/phobia, tourist guides and FCDO advice. Option 3 has some evaluation of number of ancient sites, activities and links to budget. FCDO advice given but no evaluation. There is a recommendation with justification using a range of examples and comparison to other options. The best fit here is mark band 3 as there is developed evaluation, logical links and a recommendation with justification. Its given a mark near the top of the mark band as is seemed to be a good match to mark band 3 .

Hi there traveller,

I have provided 3 brief itineraries for you based on your selected needs, at the end of this email I will conclude with my recommendation for which itinerary is best suited for you.

Itinerary 1: central america and per, south america

In this itinerary you will be visiting a total of 8 ancient sites such as world famous machu pichu, peru temple ruins, guatamala and small pyramids in Honduras etc.



This itinerary is £4,500 per person which is well within your budget as this includes room only, mini bus tours, flights and attraction entry fees, however additional costs are all meals, cave tubing and avocados farm which is okay as it wont exceed your budget. This holiday is a fortnight long which great as it is within your time frame. However regarding the individual with the mild height phobia there is a mini bus tour that will drive you through mountains which the height may trigger their phobia, along with another activity which is climbing a 100 metre high pyramid which isn't too high but still may trigger their phobia. Other than that the itinerary is great as you will experience many memorable experiences like; visiting the chocolate museum and workshop in guatemala, drinks and dinner with your group on day 1; experience Dinner and traditional dance show in guatemala on day 7. many chances for celebration for your anniversary and memorable experiences.

Warning! in Peru - potential politicks protests
- guatemala - potential hurricanes (in season)

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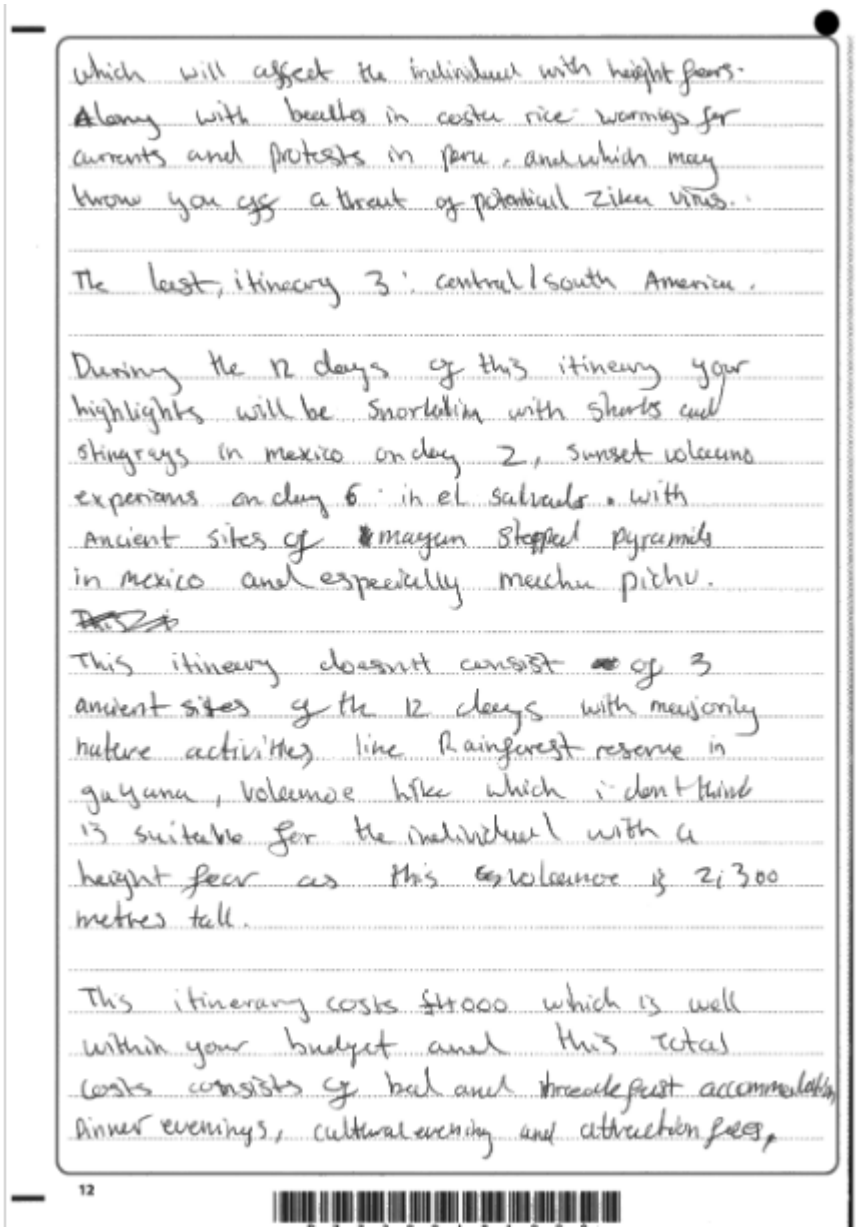
Itinerary 2: south american & costarica, central america

This Itinerary is 15 days long ~~to~~ the nights if this doesn't ~~over~~ exceed your limit of ~~the~~ days then this will be okay.

This Itinerary is £6,200 per person, ~~which~~ quite abit over budget but this is because it includes everything in your holiday except ~~for~~ your lunch meals and tips and this itinerary does consist of 8 flights in total ranging between 2 hours and 11 hours long.

This itinerary allows you to explore Brazils many experiences such as the worlds 3rd largest cable car up to sugar loaf mountain in Rio, panoramic ~~lift~~ to christ the redeemer which ~~is~~ the individual with the fear of heights may suffer on this and the cable cars. celebrate your anniversary ~~on~~ at a luxery beach resort in/to Nice with evening beach barbecues plenty of memorable experiences such as Star gazing in peru. with plenty of local guides to ancient sites like ~~to~~ visit the graves of famous people and a tour to machu picchu. However some of these experience exsists of tremendous heights again



which will affect the individual with height fears. Along with beetles in costa rica warnings for currents and protests in peru, and which may throw you off a threat of potential zika virus.

The least, itinerary 3: central/south American.

During the 12 days of this itinerary your highlights will be snorkelling with sharks and stingrays in mexico on day 2, sunset volcano experians on day 6 in el salvador, with ancient sites of mayan stepped pyramids in mexico and especially machu pichu.

This itinerary doesn't consist of 3 ancient sites of the 12 days with mainly nature activities like Rainforest reserve in guyana, volcanoe hike which i don't think is suitable for the individual with a height fear as this volcanoe is 2,300 metres tall.

This itinerary costs £11000 which is well within your budget and this total costs consists of bed and breakfast accommodation, dinner evenings, cultural evening and attraction fees,

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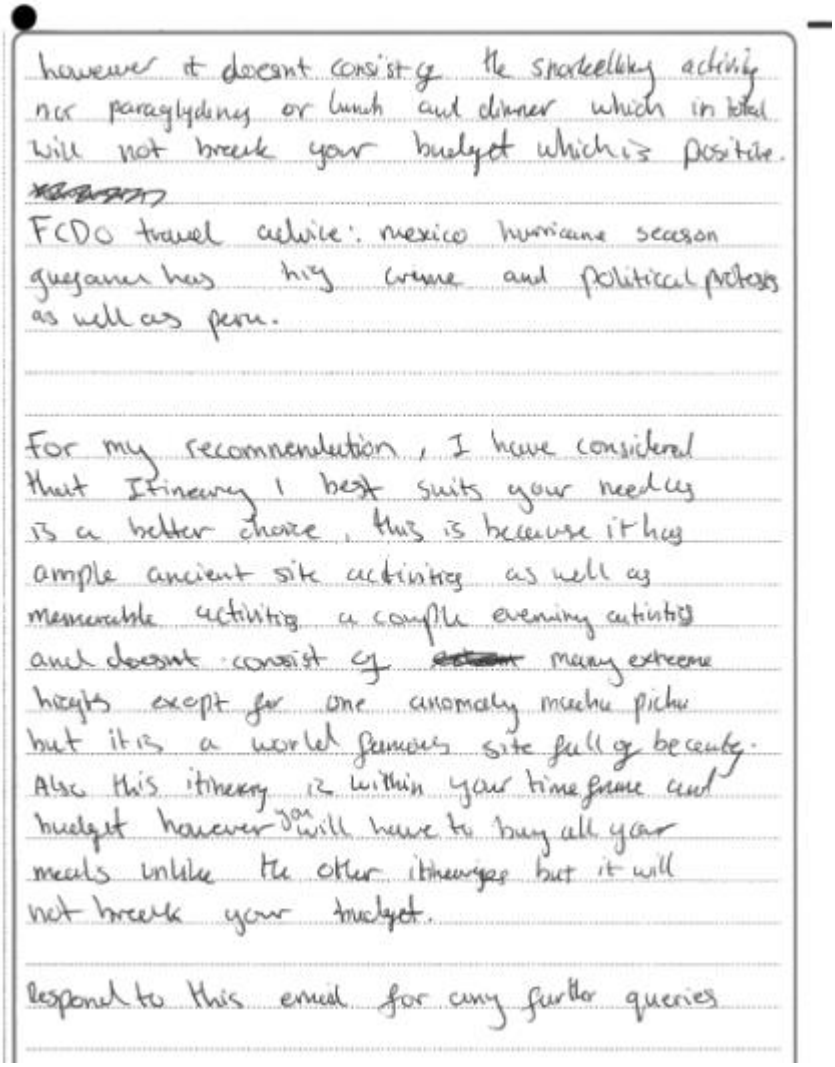


however it doesnt consist of the snorkelling activity nor paragliding or lunch and dinner which in total will not break your budget which is positive.

FCDO travel advice: mexico hurricane season guyana has high crime and political protests as well as peru.

For my recommendation, I have considered that Itinerary 1 best suits your needs is a better choice, this is because it has ample ancient site activities as well as memorable activities a couple evening activities and doesnt consist of ~~extreme~~ many extreme heights except for one anomaly mechu pichu but it is a world famous site full of beauty. Also this itinerary is within your time frame and budget however you will have to buy all your meals unlike the other itineraries but it will not break your budget.

Respond to this email for any further queries

Total – 11 marks (Mark Band 3)

Activity 3

In Part A learners were required to research given factors that could potentially affect the popularity of New Zealand as a tourist destination, as preparation for Activity 3. The main factors were visiting the destination as a location for films and TV shows. In Part B, in the Set Task for Activity 3 learners were given a brief scenario and were required to use their research notes on New Zealand and the case study information on Kauai/ Hawaii (given in the Information Booklet) to write a report on both destinations. The report had to include an evaluation of how the two destinations meet the demand visiting destinations which are used as locations for popular film and TV programmes. With a justified recommendation for either destination the tour operator should promote. The report should have referred to how the changing popularity and appeal of the two destinations may be affected by travel from the UK and transport links within each country, and recent and potential natural disasters. As discussed earlier the report may or may not refer to recent and potential natural disasters for one or both destination.

This activity was worth 24 marks, the most of the three activities. Of the 24 marks, 16 marks were available for the evaluation and recommendation and 8 marks were available for synthesising ideas and evidence to support recommendations.

On the whole, learners performed well, particularly as they were presented with Kauai during the exam. It was good to see that there were fewer responses with lengthy descriptive information about a country's location this series and many learners gave a brief locational description to support their introduction. This suggests that centres are accessing the Lead Examiner report and guiding learners appropriately. Overall, a range of responses were seen and marks across the four mark bands were accessed. The majority of learners gained mark band 2 or mark band 3 marks.

A common weakness was that many learners did not evaluate the evidence provided to them on Kauai, they simply copied the information from the stimulus material making higher marks more difficult as their answers were unbalanced and biased. They should be guided of the need to rework the information into a structured response. Some weaker responses

applied a structure based on their research topics and used headings which limited the potential for a more holistic, evaluative response

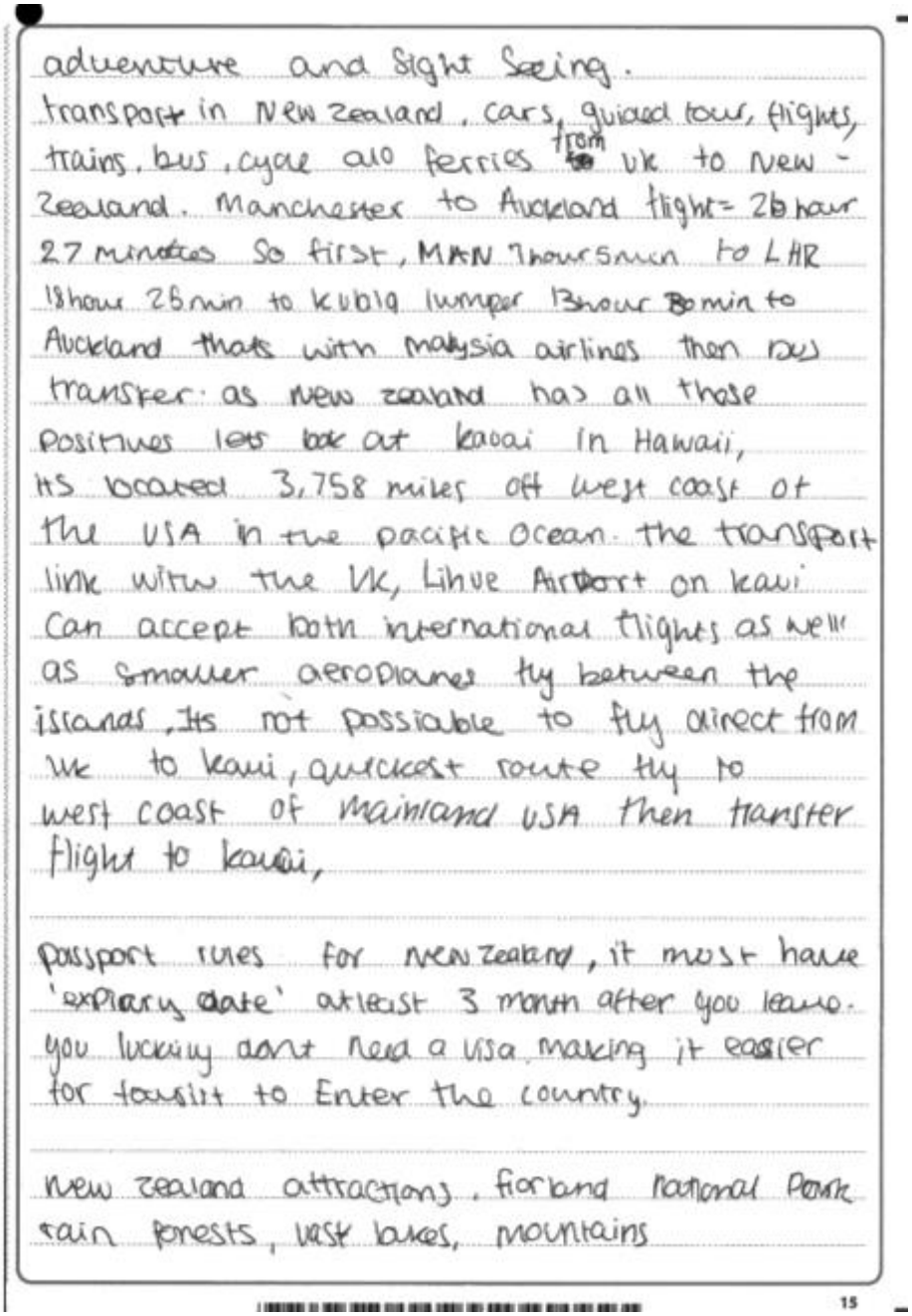
Other common issues:
• Timing – some blank, short, lists and incomplete responses were seen such as those that wrote only/mainly about one destination and/or did not include a recommendation
• Responses that described each country rather than making links and comparisons, considering positive and negative effects and drawing all the evidence together to produce an evaluation
• Unstructured and unplanned responses lacking focus and over-reliance on rewriting research notes and case study
• Where reasonable research on New Zealand was evident but learners were not selective in its use.
• Limited development of points identified and/or lack of focus on changing popularity and appeal for instance identifying a negative or positive factor but then not explaining how this would affect the popularity and appeal.

In the following response it starts with New Zealand and transport links, passport and some partial evaluation, natural disasters in New Zealand with no evaluation. Kauai is similar to the information booklet with some 'own' content and limited evaluation. There is no recommendation.
Best fit is mark band 2 as partial evaluation/links/synthesis. Evidence of research and use of the information booklet. Reasonable match to mark band 2 with no recommendation and second destination largely lifted from the information booklet, so a mark nearer the bottom of the mark band was awarded.

- travel to the destination from the UK and transport links within each country
- recent and potential natural disasters.

(24)

New Zealand a country in the south west Pacific ocean, the capital is Wellington which is largest urban in Auckland. New Zealand has beautiful landscape all because of their volcaneos, caves, deep glaciers, lakes, valley and sandy beaches. this is what ~~attracta~~ attracts tourist and film industry. They also have snow capped peaks of southern alps. The famous films, Hobbit in Hobbition matamata, Lord of the rings trilogy Hobbition, Kaitoke Regional park. The Power of the dog, Ida valley otago. These film locations are unbelievable, so unqiue. The film Mission impossiable filmed in milford sound. These locations attracts tourists espesically people who love



adventure and sight seeing.
transport in New Zealand, cars, guided tour, flights, trains, bus, cycle and ferries from UK to New Zealand. Manchester to Auckland flight = 26 hour 27 minutes So first, MAN 1hour 5min to LHR 18hour 26min to Kuala lumper 13hour 30min to Auckland thats with malysia airlines then no transfer as New zealand has all those positives lets look at kauai in Hawaii, its located 3,758 miles off west coast of the USA in the pacific ocean. the transport link with the UK, Lihue Airport on kauai can accept both international flights as well as smaller aeroplanes fly between the islands, its not possiable to fly direct from uk to kauai, quickest route fly to west coast of mainland USA then transfer flight to kauai,

passport rules for new zealand, it must have 'expiary date' atleast 3 month after you leave. you luckily dont need a visa making it easier for tourist to Enter the country.

new zealand attractions. fiorland national Park rain forests, lest lakes, mountains

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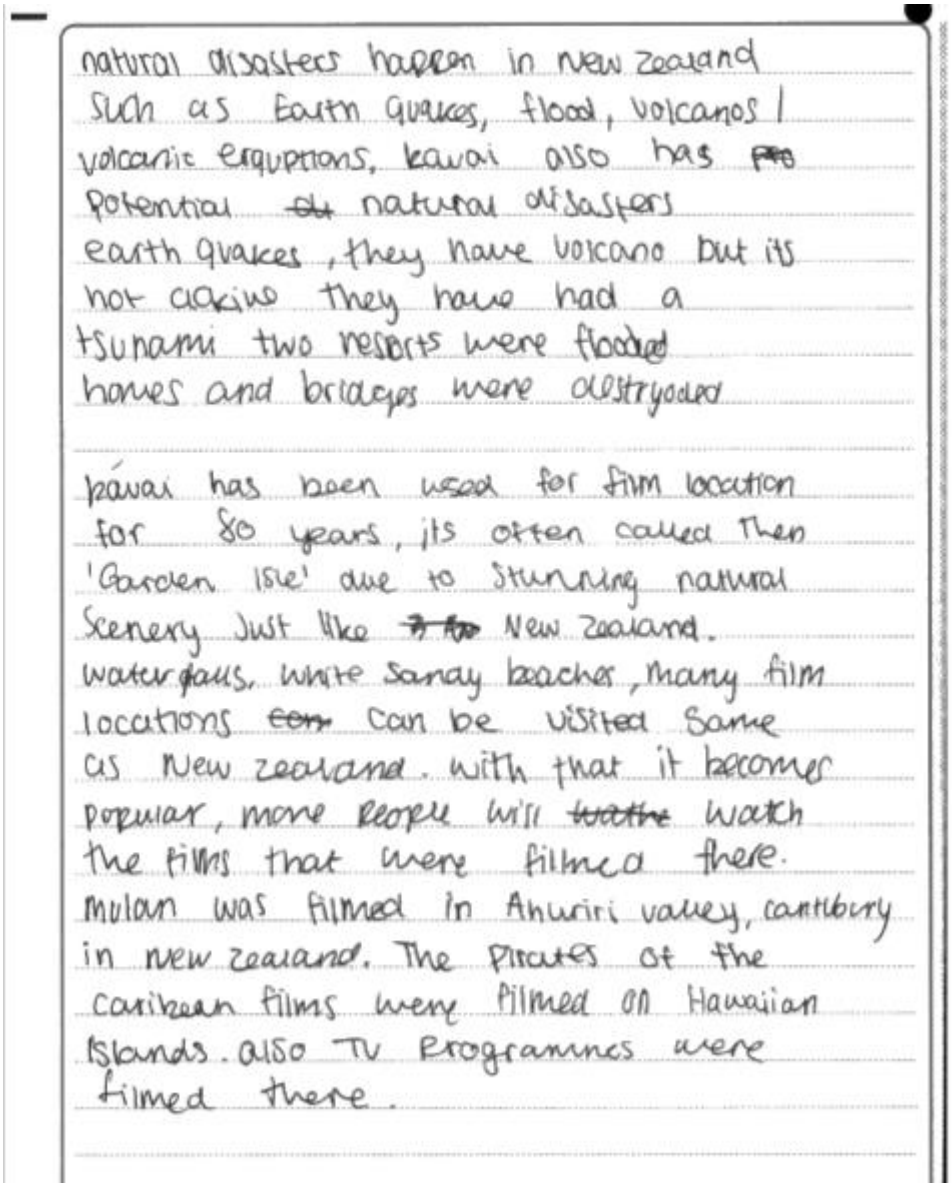


natural disasters happen in new zealand such as Earth quakes, flood, volcanos / volcanic erquptions, kauai also has ~~the~~ potential ~~of~~ natural disasters earth quakes, they have volcano but its not acking they have had a tsunami two resorts were flooded homes and bridges were destryoded

kauai has been used for film location for 80 years, its often called Then 'Garden Isle' due to stunning natural scenery just like ~~the~~ New zealand. waterfalls, white sanay beaches, many film locations ~~can~~ can be visited same as New zealand. with that it becomes popular, more people will ~~wathe~~ watch the films that were filmed there. Mulan was filmed in Anuriri valley, canterbury in new zealand. The Pirates of the caribean films were filmed on Hawaiian Islands. also TV Programmes were filmed there.

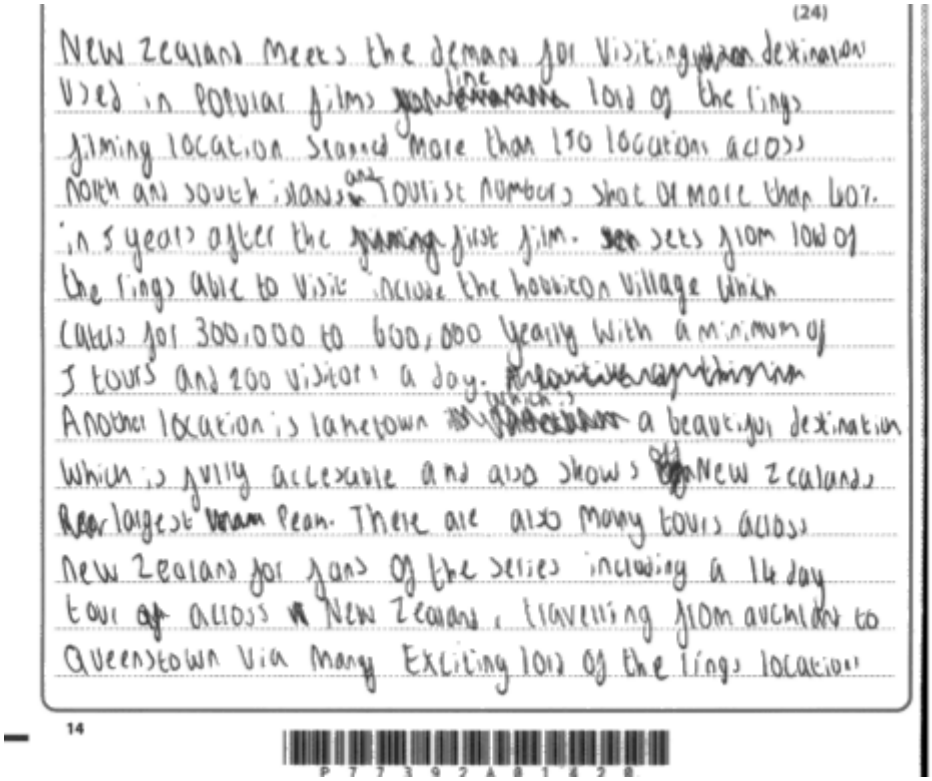
Total – 9 (6 +3) marks (Mark Band 2)

Where the higher marks were awarded, learners were able to discriminate and make appropriate selections from researched information on New Zealand and the information on Kauai in the Information Booklet. Importantly this relevant information was utilised to support clear points and ideas made. Good responses were set within a clear, overarching structure that addressed how the demand for visiting destinations that are popular film and TV programme locations has/can affect each country's popularity and appeal. The more able realised that the focus of the report was on this factor and how it affects changing popularity and appeal.

These used lots of examples such as the number and popularity of films and TV programmes, how recent and attractions and tours set up in these locations.

Similarly, it was evident in the best responses that learners were prepared and had understood the requirements of the activity that required an evaluation of the influence of the factors on both countries. Some considered the relative importance of factors. Overall a good mix of recommendations for both destinations was seen, despite Kauai only being presented on the day.

In the following response it starts with New Zealand film location with some developed evaluation. Then Kauai and again film location and developed evaluation. It then considers each destination and transport to the destinations again showing developed evaluation. Natural disasters for New Zealand with some evaluation and Kauai with no evaluation. A recommendation is given with some justification and there is some comparison included. Best fit is mark band 3 as there is developed evaluation, use of research and the information booklet with a focus on popularity and appeal. A recommendation with justifications. This is considered to be a good match to mark band 3 so a mark at the top of the mark band has been awarded.



(24)

New Zealand meets the demand for visiting destinations used in popular films line lord of the rings filming location spanned more than 150 locations across north and south islands and tourist numbers shot or more than 60% in 5 years after the first film. sets from lord of the rings able to visit include the hobbiton village which caters for 300,000 to 600,000 yearly with a minimum of 5 tours and 200 visitors a day. Another location is laketown which is a beautiful destination which is fully accesable and also shows off New Zealands largest peak. There are also many tours across New Zealand for fans of the series including a 14 day tour across New Zealand, travelling from auckland to Queenstown via many exciting lord of the rings locations

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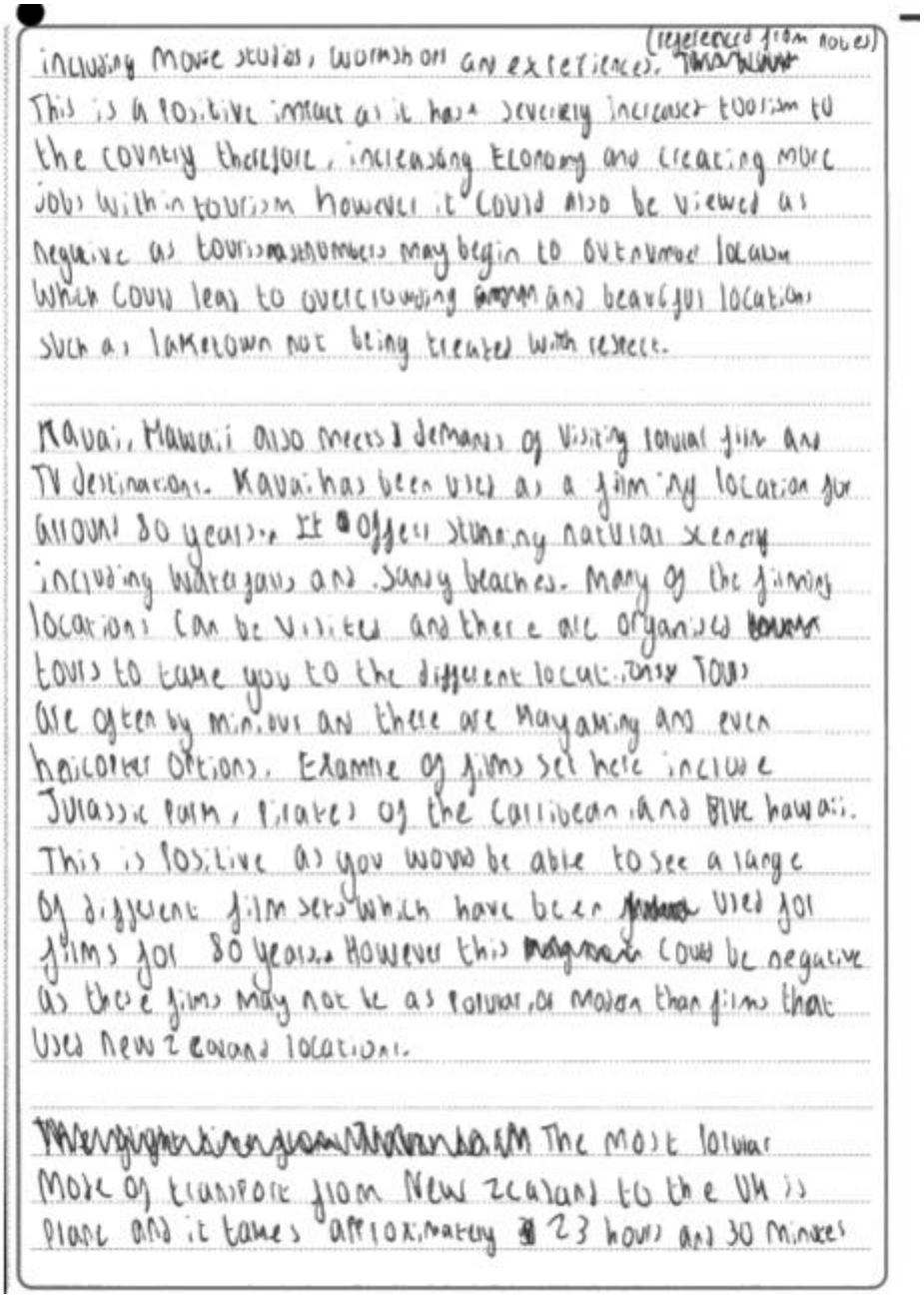

including movie studios, workshops and experiences. (regenerated from notes)
This is a positive impact as it has severely increased tourism to the country therefore, increasing Economy and creating more jobs within tourism however it could also be viewed as negative as tourist numbers may begin to outnumber locals which could lead to overcrowding and beautiful locations such as lakeTown not being treated with respect.

Kauai, Hawaii also meets demands of visiting tourist film and TV destinations. Kauai has been used as a filming location for almost 80 years. It offers stunning natural scenery including waterfalls and sandy beaches. Many of the filming locations can be visited and there are organised tours to take you to the different locations. These tours are often by minibus and there are hiking and even helicopter options. Examples of films set here include Jurassic Park, Pirates of the Caribbean and Blue Hawaii. This is positive as you would be able to see a range of different film sets which have been used for films for 80 years. However this impact could be negative as these films may not be as popular, or modern than films that used new Zealand locations.

The most popular mode of transport from New Zealand to the UK is plane and it takes approximately 23 hours and 30 minutes

From London to Auckland. The most popular mode of transport in New Zealand is buses for around citys and towns and ferrys from north island to south island. Trains are not a common form of transport in New Zealand, there are no high speed railways however there is currently a new government plan to put a sustainable approach in place to funding rail over the longer term and recognise the important role it could play in there transport system. (referenced from research notes)

It is not possible to fly direct from the UK to Kauai the quickest route would be to fly from westcoast USA to Kauai which would take 18 hours. Transport by road in Kauai includes bus, taxi and car hire. The bus is low cost and makes many stors.

Recent and potential natural disasters in New Zealand include flooding and landslides the most recent major floods took place in 2022 and over 500 homes had to be evacuated this is likely to reaccur due to the large amount of rainfall New Zealand experiences. Landslides are also common due to how mountainous the island is. This could affect tourism to the destination due to fear of the natural disasters which would impact the economy and lead to a

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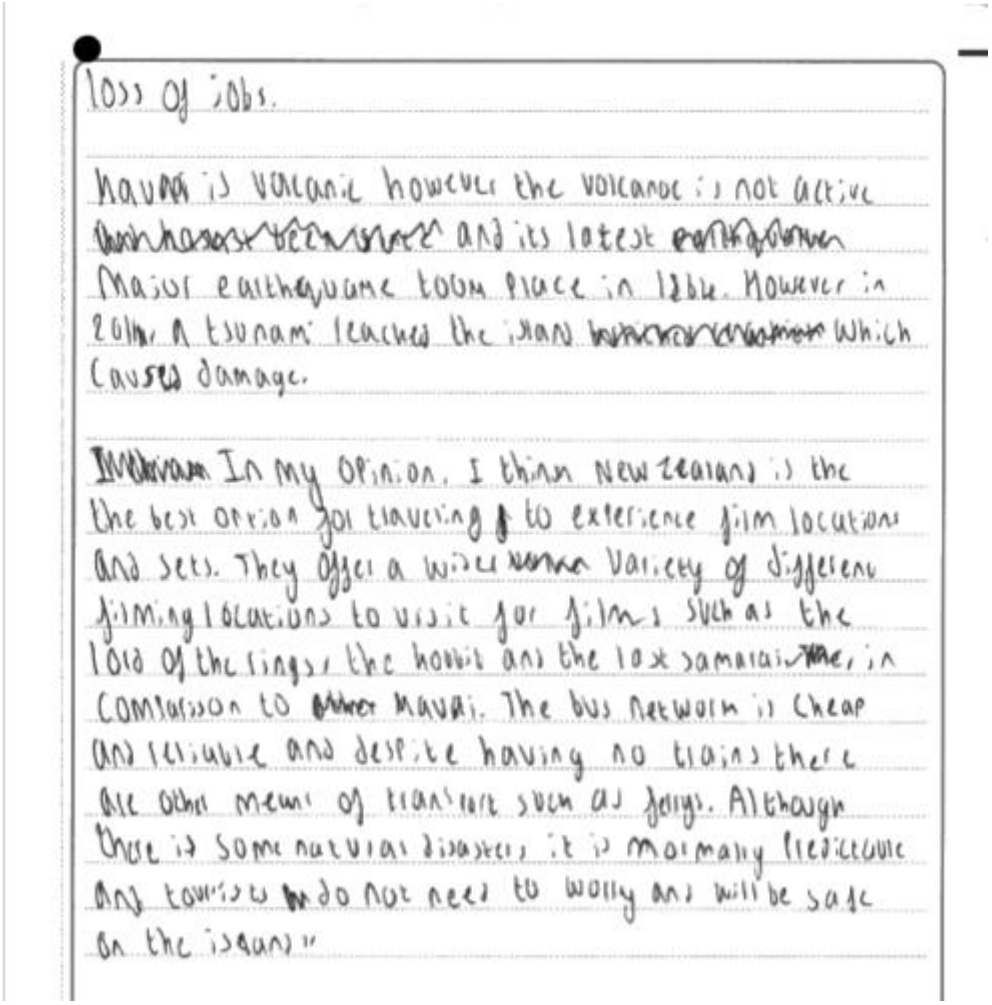


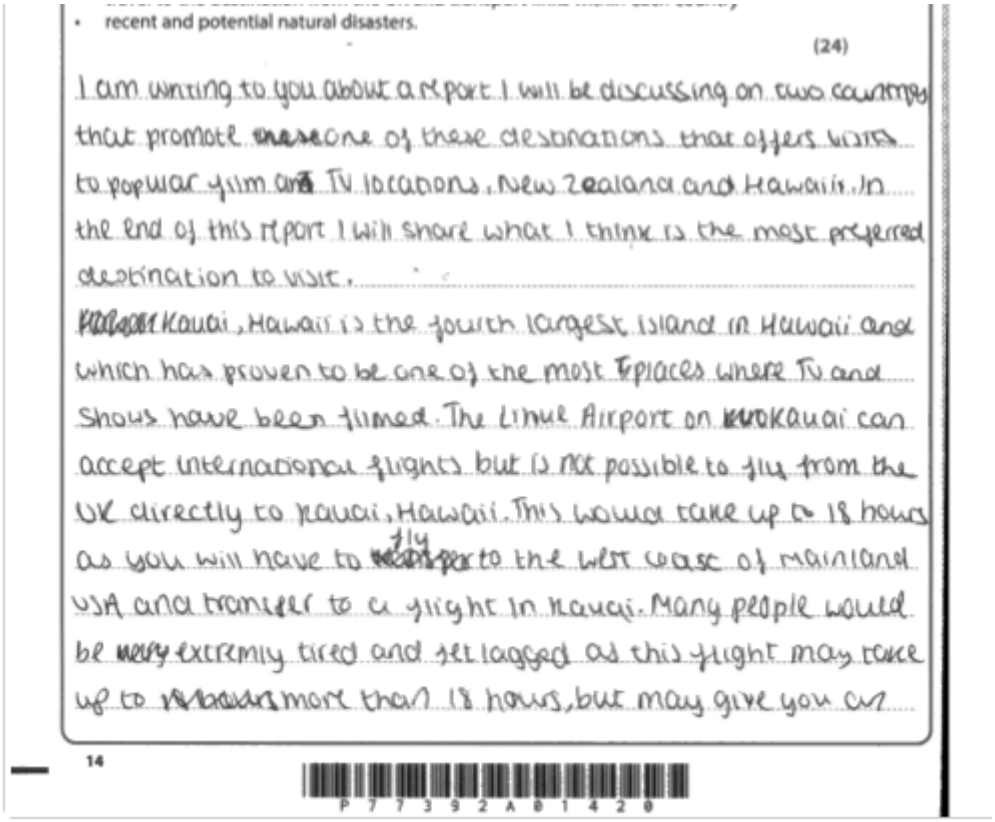
loss of jobs.

Hawaii is volcanic however the volcanoe is not active and its latest major earthquake took place in 1868. However in 2011 A tsunami reached the island which caused damage.

In my Opinion, I think New Zealand is the the best option for traveling to experience film locations and sets. They offer a wider variety of different filming locations to visit for films such as the Lord of the rings, the hobbit and the last samarai, in comparison to Hawaii. The bus network is cheap and reliable and despite having no trains there are other means of transport such as ferrys. Although there is some natural disasters, it is normally predictable and tourists do not need to worry and will be safe on the island."

Total – 18 (12+6) (Mark Band 3).

In the following response it considers both destinations with developed evaluation. The film and TV location for Kauai and New Zealand is focused with developed evaluation. There is a recommendation with justifications including a range of features that impact popularity and appeal. Best fit is mark band 4 as it's a comprehensive evaluation with relevant links and sustained use of research and the information booklet. There is a recommendation with justifications. It is considered to be a reasonable match to mark band 4 so a mark just slightly above the bottom of the mark band is given.



- recent and potential natural disasters.

(24)

I am writing to you about a report I will be discussing on two countries that promote one of these destinations that offers visits to popular film and TV locations, New Zealand and Hawaii. In the end of this report I will share what I think is the most preferred destination to visit.

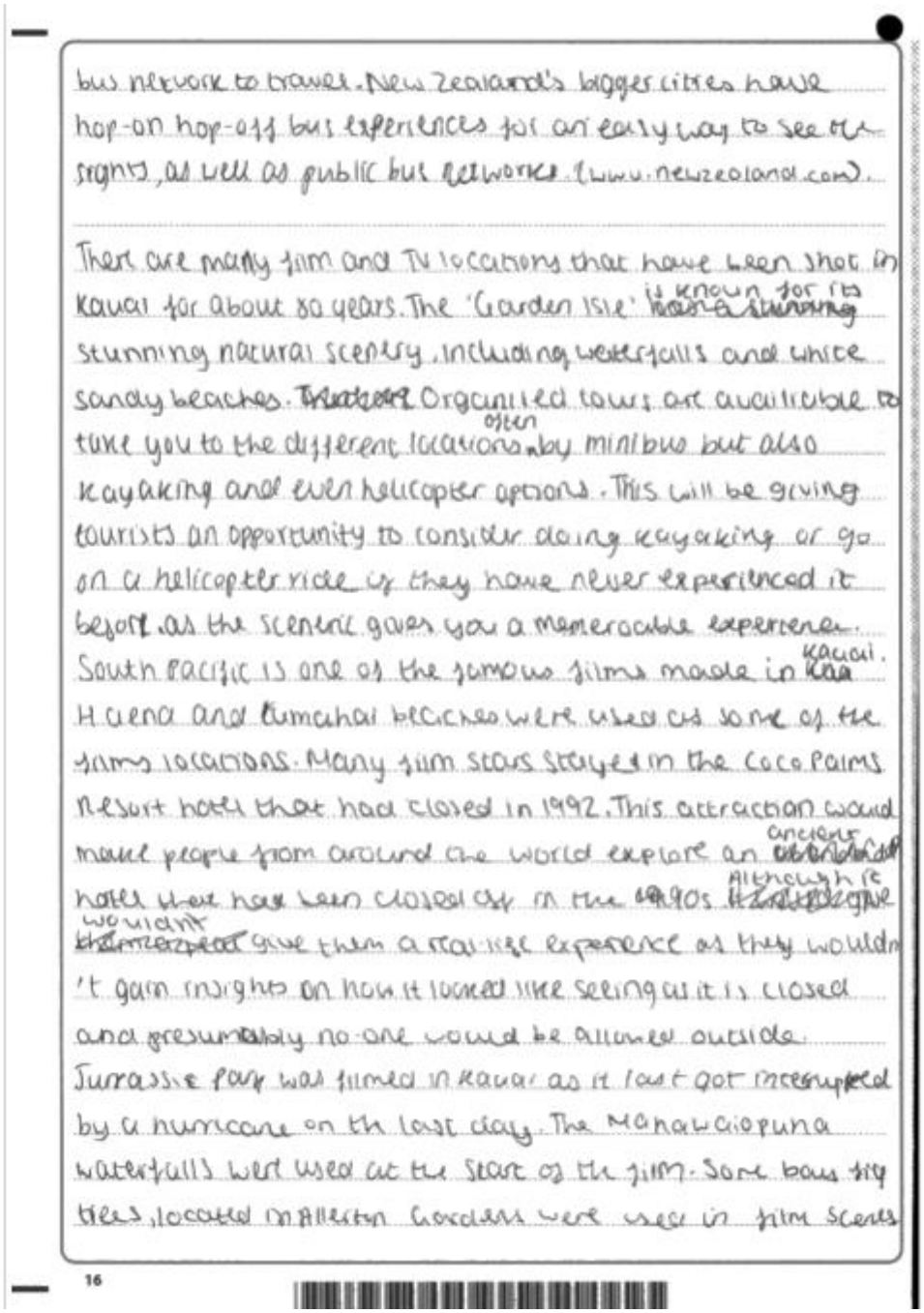
Kauai, Hawaii is the fourth largest island in Hawaii and which has proven to be one of the most places where TV and shows have been filmed. The Linue Airport on Kauai can accept international flights but is not possible to fly from the UK directly to Kauai, Hawaii. This would take up to 18 hours as you will have to fly to the west coast of mainland USA and transfer to a flight in Kauai. Many people would be extremly tired and jet lagged as this flight may take up to more than 18 hours, but may give you an

14



Opportunity to explore the coastlines of USA before going to Kauai. There are many transport links within Kauai such as road transport, shuttle bus, taxi and car hire. The bus is low cost and makes many stops on its routes. Taking a low cost bus will be convenient as you can spend less money but would it be worth the less money if you are continuously stopping? Many people would be frustrated as buses can take many stops on routes although buses can fill up very quickly. Taxis can be hired using apps such as Uber which is easily accessible and faster to get attention from taxis when you need a someone to drop you off instead of asking around where the taxis could easily say no to.

In New Zealand flights are available everywhere and there are airports in the major cities and throughout the regions. Ferries and water taxis are an important part of getting around New Zealand. This would appeal to sightseeing along the way but some people may get seasick. Although there are a range of travelling by road and rail which can give you a spectacular scenery for a memorable experience. There are three main scenic rail journeys in New Zealand, transversing from the north and south islands. There are also rail services connecting the regions & suburban trains within Wellington and Auckland. There Guided coaches ranging from day to day trips to multi-day itineraries are also available if you prefer someone else driving. Or you can use the nation wide bus network



bus network to travel. New Zealand's bigger cities have hop-on hop-off bus experiences for an easy way to see the sights, as well as public bus networks (www.newzealand.com).

There are many film and TV locations that have been shot in Kauai for about 80 years. The 'Garden Isle' is known for its stunning natural scenery, including waterfalls and white sandy beaches. Organised tours are available to take you to the different locations often by minibus but also kayaking and even helicopter options. This will be giving tourists an opportunity to consider doing kayaking or go on a helicopter ride if they have never experienced it before as the scenery gives you a memorable experience. South Pacific is one of the famous films made in Kauai. Hanalei and Lumahai beaches were used as some of the films locations. Many film stars stayed in the Coco Palms Resort hotel that had closed in 1992. This attraction would make people from around the world explore an ancient hotel that has been closed off in the 1990s although it would give them a real experience of they wouldn't gain insights on how it looked like seeing as it is closed and presumably no one would be allowed outside. Jurassic Park was filmed in Kauai as it just got interrupted by a hurricane on the last day. The Manawaiopuna waterfalls were used at the start of the film. Some bamboo forests, located in Allerton Gardens were used in film scenes

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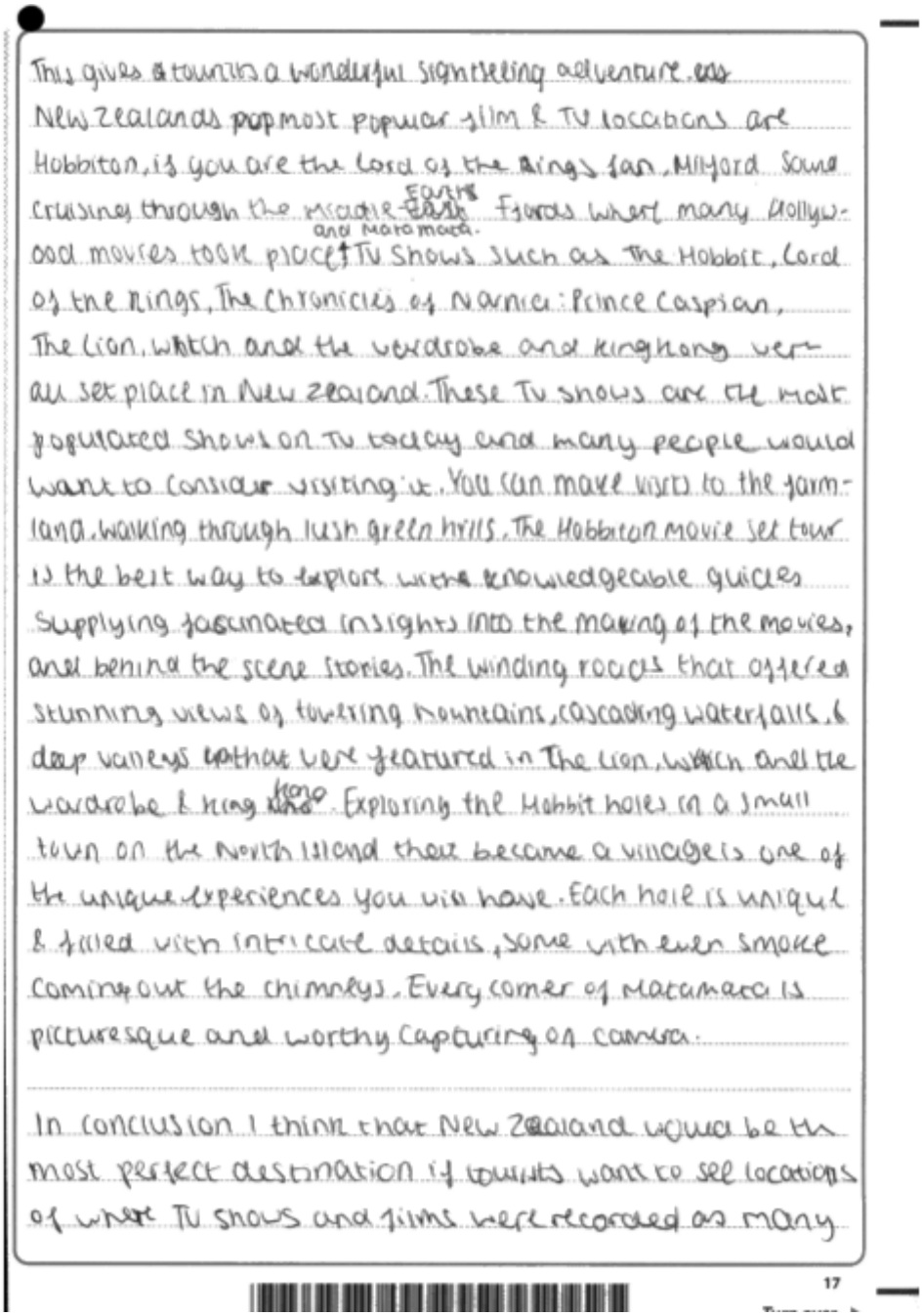

This gives ~~a~~ tourists a wonderful sightseeing adventure. ~~as~~
New Zealands ~~pop~~ most popular film & TV locations are
Hobbiton, if you are the Lord of the Rings fan, Milford Sound
cruising through the middle ~~Earth~~ Earth Fjords where many Hollyw-
ood movies took place and Matamata. TV shows such as The Hobbit, Lord
of the Rings, The Chronicles of Narnia: Prince Caspian,
The Lion, Witch and the Wardrobe and King Kong were
all set place in New Zealand. These TV shows are the most
populated shows on TV today and many people would
want to consider visiting it. You can make visits to the farm-
land, walking through lush green hills. The Hobbiton movie set tour
is the best way to explore with knowledgeable guides
supplying fascinated insights into the making of the movies,
and behind the scene stories. The winding roads that offered
stunning views of towering mountains, cascading waterfalls, &
deep valleys ~~w~~ that were featured in The Lion, Witch and the
Wardrobe & King ~~Kong~~ Kong. Exploring the Hobbit holes in a small
town on the North Island that became a village is one of
the unique experiences you will have. Each hole is unique
& filled with intricate details, some with even smoke
coming out the chimneys. Every corner of Matamata is
picturesque and worthy capturing on camera.

In conclusion I think that New Zealand would be the
most perfect destination if tourists want to see locations
of where TV shows and films were recorded as many

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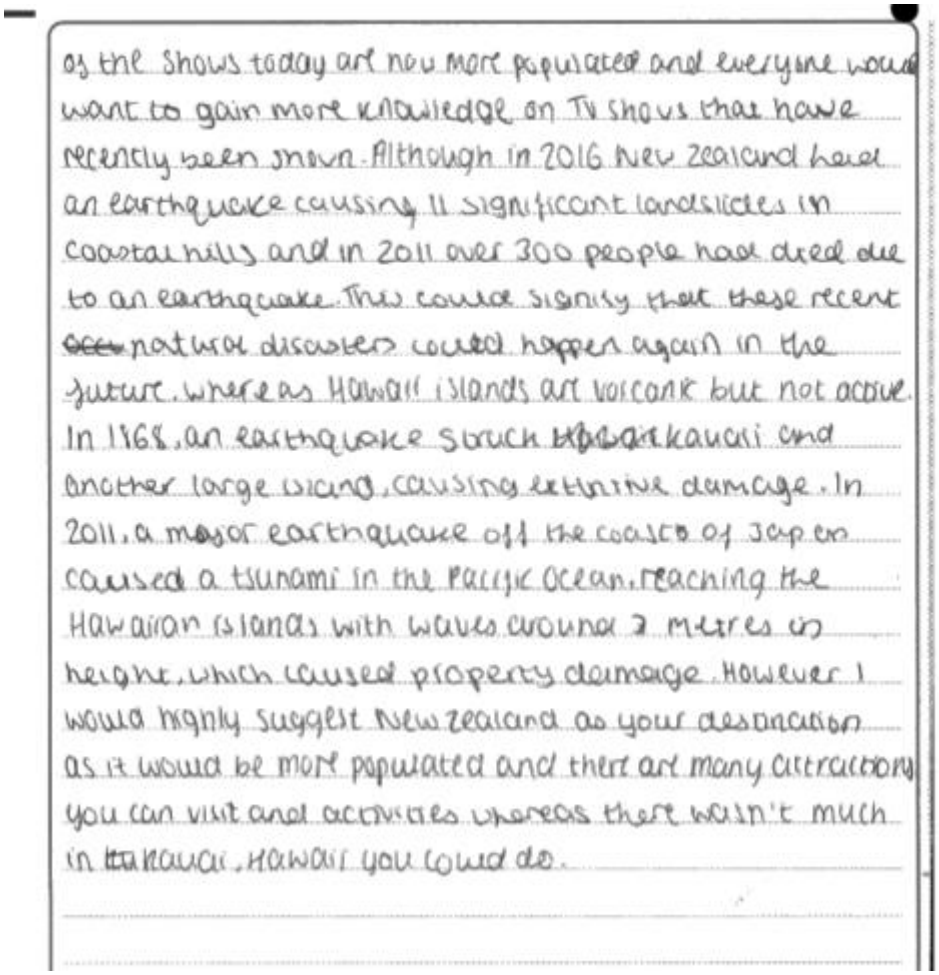

of the shows today are now more populated and everyone would want to gain more knowledge on TV shows that have recently been shown. Although in 2016 New Zealand had an earthquake causing 11 significant landslides in coastal hills and in 2011 over 300 people had died due to an earthquake. This could signify that these recent ~~seen~~ natural disasters could happen again in the future. Whereas Hawaii islands are volcanic but not active. In 1868, an earthquake struck ~~Hawaii~~ Kauai and another large island, causing extensive damage. In 2011, a major earthquake off the coast of Japan caused a tsunami in the Pacific Ocean, reaching the Hawaiian islands with waves around 2 metres in height, which caused property damage. However I would highly suggest New Zealand as your destination as it would be more populated and there are many attractions you can visit and activities whereas there wasn't much in Kauai, Hawaii you could do.

Total = 21 (14+7) (Mark Band 4)

Summary

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

1. When conducting your research in Part A aim to gather specific details such as names of places, locations, facilities, projects, data etc. Also aim for balance so you have similar amounts of research for each 'feature/aspect' or 'factor' you have been asked to research

2. Plan your time in advance – look at the marks available for each activity and the length of the exam. Work out how much time you should spend on each activity. Practice writing under pressure so you know how much you can write in a set time such as 30 minutes

3. Read, absorb, plan. For each activity, decide how much time you will need to simply read and absorb the information provided. Allow time to make notes/underline key points in your own research, the information booklet and the paper as appropriate to select the relevant information and time to create a plan for your answer

4. Keep an eye on the time and stick to your plan in the formal assessment/exam. Never leave an activity blank, no response equals no marks

5. In the formal assessment itself, take a breath, pause to consider the requirements of each activity before writing anything. Underline key words, check for emboldened words 'must' etc; is it a report, article, email, write as appropriate.

6. Improve exam technique and know what you need to do for each activity (1) be selective in what information you use (2) link the information selected to what is required in the question and (3) produce a conclusion/recommendation with reasons, link back to the focus of the activity.

7. Practice skills - how to synthesise information from different sources and know how to combine all this information with your knowledge and different ideas/views into a logical and coherent extended open response answer.

8. Practice skills - how to produce an evaluation for Activity 2 and 3. Practice making comparisons, identifying benefits/positives and disadvantages/negatives and then expand and develop on these by adding detail to link to the task requirements; know how to draw upon your ideas to produce a justified recommendation. Know what evidence to include to support your conclusions.

9. Practice skills – how to write concise accounts, summarise information using your own words. In the exam avoid long winded, unstructured, unfocused answers and do not rewrite notes and material provided. There needs to be an element of planning, organizing your thoughts and being focused on the specific task requirements so allow time for this. Examiners will be looking quality not quantity!

10. Organise thoughts and structure your answers. Use an introductory paragraph linked to the activity/destinations and a concluding paragraph at the end. Give the article/report a title to help you stay focused. Use subheadings and paragraphs to add order and cohesion to your answer. Avoid whole pages of continuous text. Break up the text and organize your ideas into a logical 'flow', with one paragraph per topic/factor.





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