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Mark Scheme (Results)

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BTEC Level 3 Nationals in Travel and Tourism (20208K)
Unit 2: Global Destinations

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Unit 2: Global Destinations

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 point.

Activity 1– Appeal of global tourist destinations

Responses will be credited according to the learner's demonstration of knowledge and understanding of the material using the levels descriptors. The indicative content below is not prescriptive and responses may cover some or all of the indicative content, but learners should be rewarded for other relevant responses. Learners will be expected to apply their knowledge and understanding to the given destination or scenario in each activity and support their response using their research where required.

1. Indicative Content
Learners should comment on the growth of Reykjavik, Iceland as a tourist destination with reference to the characteristics of the consolidation stage of the TALC model and the key features that give Reykjavik global appeal. **Characteristics of Consolidation stage of the TALC model applied to Reykjavik, Iceland** • **Number of visitors** - nine consecutive years of growth to 2019, international arrivals approx. 670,000 in 2012 this rose to peak of 2.3 million in 2018, decline in years following due to Covid, but forecasts show increases again 2021 698,000 and forecast approx. 1.7 million in 2022, with a forecast for over 2 million 2023 (source Icelandic Tourist Board). Local population is less than 400,000. • **TALC shows that tourism growth slows but the numbers of tourists exceeds the local population**. In 2018, there were six tourists in Iceland for every resident. • **Local economy dominated by tourism** - tourism is major export earner and accounts for 39% of export revenue, 2017 figures show 15% of workforce in tourism. Local economy dominated by tourism, which may remove local population from other industries i.e. fishing. • **Marketing and advertising will be wide-reaching -** featured on worldwide publications such as Lonely Planet, 2022 visit Iceland ran campaign Mission Iceland to attract Space Tourists • **Major franchises and tourism chains will be represented –** in fast food sector they have been present for many years e.g. KFC and Subway. Accommodation sector major chains e.g. Hilton and Radisson have hotels • **Resort areas will have a well-defined recreational business district -** Laugavegur is the main shopping street in Reykjavik full of shops, traditional restaurants and pubs • **Tourism arouses opposition and discontent from some local people -** whilst no protests as such protection of natural resources etc is a concern and calls for sustainable development going forward.

Key features that give Reykjavik global appeal

- Natural attractions – Nauthólsvík beach with geothermal hot tubs, blue lagoon and waterfalls by day trip, northern lights, whale watching excursions, 17 public thermal pools, Mount Esja, glaciers and ice caves (11% of island covered by ice), Volcanoes - 32 active volcanic systems in Iceland, 3 UNESCO World Heritage Sites (Surtsey Island, Vatnajökull National Park and Þingvellir National Park)
- Shopping – downtown independent boutiques selling local goods e.g. Icelandic wool items
- Aurora Reykjavik – interactive centre/northern lights experience
- Museums and culture- Perlan Museum of Icelandic natural wonders, harpa concert hall and hallgrimskirkja church award winning architecture and iconic buildings
- Nightlight and arts scene downtown.

Activity 1 – Appeal of global tourist destinations

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Demonstrate and apply knowledge and understanding of the appeal of global destinations.	**0**	**1-5**	**6-10**	**11-15**	**16-20**
	No rewardable material.	• Demonstrates isolated elements of knowledge and understanding of the key aspects affecting the appeal of the global destination, with generalised comments made. • Little or no attempt to use the research to support answer.	• Demonstrates adequate knowledge and understanding of the key aspects affecting the appeal of the global destination. • Attempts to use research through the selection of some relevant examples to support answer.	• Demonstrates good knowledge and understanding of the key aspects affecting the appeal of the global destination. • Logical connections made to the research through the selection of relevant examples to support answer.	• Demonstrates comprehensive knowledge and understanding of the key aspects affecting the appeal of the global destination. • Sustained and comprehensive links made to the research through the selection of a wide range of relevant examples to support answer.

		• Little or inappropriate use of information in the information booklet, with little or no awareness of how it relates to the given destination.	• Attempts to use the information in the information booklet, demonstrating some awareness of how it relates to the given destination.	• Uses the information in the information booklet, with some links made to the given destination.	• Uses the information in the information booklet, with relevant links made to the given destination.

Activity 2 – Travel itineraries for ancient sites tours of Central and South America

Responses will be credited according to the learner's demonstration of knowledge and understanding of the material using the levels descriptors. The indicative content below is not prescriptive and responses may cover some or all of the indicative content, but learners should be rewarded for other relevant responses. Learners will be expected to apply their knowledge and understanding to the given destination or scenario in each activity and support their response using their research where required.

2. Indicative Content	
The customers' needs: • 14 days to travel in the autumn • a budget of £5,500 per person • one of them has mild of phobia of heights • a memorable activity to celebrate their anniversary during the trip • opportunities for visiting ancient sites. Responses may refer to the following factors: **Option 1 – Central America and Peru, South America** **Advantages** • Under budget although room only • Number of days exactly meets needs • Range of ancient sites in different countries • Guided tour on each day of Central America visit, adds local cultural and ancient sites knowledge and reassurance of safety and guidance • Air-conditioned minibus in Central America for easier/comfortable travel	**16 marks**

• Independent side trip to Peru will allow for more freedom • Memorable experiences include sunset temple, cave tubing and avocado farm **Disadvantages** • Room only so meals will add to cost • Only one country in South America-Peru and lengthy flight to get there. • Sunset temple experience involves heights may not be suitable for traveller with mild phobia • Central America potential for extreme weather events during Sept-Nov • Peru potential protests in areas they will be travelling in **Option 2 – South America and Costa Rica, Central America** **Advantages** • Three ancient sites. • Chilean wine tasting and carnival workshop are unique experiences and included in price • Ancient sites have guided tours so adds local knowledge • Half board means although slightly over budget their dinner and breakfast included, lunch may be a lower cost meal when eating out • Costa Rica beach resort provides memorable experience and some relaxation time after a lot of travel/before return to UK **Disadvantages** • Over budget but includes more meals than other two options • Slightly over required duration • Day two and three involves trips with heights which may not appeal to traveller with height phobia • Flights during trip will add to travelling and may be tiring	

• Peru potential protests in areas they will be travelling in • Health and safety issues in Costa Rica and Brazil may cause concerns **Option 3 – Central America and South America** **Advantages** • Three ancient sites including two world famous • Two countries in each continent so more balanced than the other two options • Stay in eco lodge, paragliding and sunset volcano experience all memorable activities • Lowest of the three options in total cost, but only includes breakfast • Swim with sting rays and sharks memorable experience that does not impact traveller with mild phobia **Disadvantages** • Slightly less than 14 days • Bed and breakfast accommodation only • Canopy walk excursion, sunset volcano experience and paragliding may not appeal to traveller with height phobia • Lengthy flights including two with transfers may be time consuming/tiring • No guides less information and potential lack of safety, reassurance and travel advice • Paragliding activity is not included and likely to be a high cost activity • Peru potential protests in areas they will be travelling in and Guyana high crime • Mexico has potential for bad weather in the autumn when they are travelling **Recommendations will be supported by justified conclusions.**	

Activity 2 – Travel options

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Evaluation and recommendation of travel options with consideration of customer needs.	**0**	**1-4**	**5-8**	**9-12**	**13-16**
	No rewardable material.	• Limited evaluation of the information to identify basic advantages and/or disadvantages of at least one of the travel options. • Little consideration of customer requirements/needs. • Recommendation on travel option offered, with limited justification.	• Partially developed evaluation, with consideration of competing advantages and disadvantages but there may be more emphasis on one option than the others. • Few links made between customer requirements/needs. • Recommendation on travel option is given with justifications, which are	• Developed evaluation, with consideration of competing arguments advantages/ disadvantages of travel options. • Consideration of and logical links made between specific and general customer requirements/needs. • Recommendation on travel option is	• Comprehensive evaluation, which considers a range of relevant evidence clearly linked to the consideration of arguments for and against, and their relative importance to the travel options. • Comprehensive consideration of and sustained links made between both specific and general customer requirements/needs. • Recommendation on travel option is given with justifications, which are fully

			occasionally supported by the application of relevant evidence.	given with justifications, which are supported by the application of relevant evidence.	supported throughout by sustained application of relevant evidence.

Activity 3 – The popularity of global destinations

Responses will be credited according to the learner's demonstration of knowledge and understanding of the material using the levels descriptors. The indicative content below is not prescriptive and responses may cover some or all of the indicative content, but learners should be rewarded for other relevant responses. Learners will be expected to apply their knowledge and understanding to the given destination or scenario in each activity and support their response using their research where required.

3. Indicative Content	
Learners may take different approaches to how they present their evaluation and justified recommendation. Within the approach taken responses may refer to: **New Zealand** **Availability of Film and TV locations for visitors** • Natural features and scenery such as beaches, mountains and other natural locations on both the north and south island have been used as film locations • The Lord of the Rings films are the most famous films on location in New Zealand. There are many tours of the Lord of the Rings locations including the hobbit village movie set. • Range of world famous films were filmed here such as The Chronicles of Narnia, Wolverine and Mission Impossible. TV shows that were filmed over many years in New Zealand include Xena: Warrior Princess from 1995 to 2001. • New Zealand has been rated as the number one world destination for holiday destinations made famous by film and TV locations. • Surveys which state that about 18% of visitors came to New Zealand due to watching famous films located here such as the Hobbit. Approx 300,000 tourists visit this location every year. • There are specialised film location tours that are over many days and these can form the whole holiday if you are a big fan, with dedicated trips for famous movies such as Lord of the Rings.	**24 marks**

Influence of *accessibility* from the UK and within New Zealand on popularity and appeal

- It is not possible to fly direct to New Zealand from the UK and the whole route including stopovers takes approx. 23 to 24 hours. Airlines like British Airways and Air New Zealand fly to different locations Auckland, Wellington and Christchurch
- You can take stop overs in different parts of the world including the Middle East and Asia, so you could have a few days on route.
- Transport options around New Zealand would include car hire and even motorhome.
- There is a bus and coach network across New Zealand
- Flights are also possible if you need to travel across New Zealand
- There are ferries that go across the two islands and also a train network which include many scenic routes.

Influence of potential and recent natural disasters on popularity and appeal

- Due to its location and geography New Zealand is prone to a range of natural disasters e.g. earthquakes, volcanic eruptions, tsunamis
- In 2011 there was a strong earthquake in Christchurch that caused major damage and killed 185 people
- New Zealand was affected by the 2004 tsunami in the Pacific and there were 7 deaths.

Kauai, Hawaii

Availability of Film and TV locations for visitors

- Famous films that would appeal to a wide range of audiences have been filmed using natural and built attractions, so early films such as Blue Hawaii and later adventure films such as Pirates of the Caribbean
- Pirates of the Caribbean and Jurassic Park which both have a number of films and are famous all over the world have been filmed on location here. Famous scenes such as the Pirates of the Caribbean 'fountain of youth' were filmed here.

• Many of the locations are natural features and accessible to visitors so plenty of opportunities to see the locations and take photos as a souvenir. • Tours are available of locations and these have different options such as minibus, kayaks and helicopters • Kauai has also been used for well known TV shows such as Gilligan's Island and Fantasy Island, although these are TV shows from a few decades ago so might not appeal to a wide range of visitors. **Influence of transport from the UK and within Kauai, Hawaii on popularity and appeal** • It is not possible to fly direct but it is accessible from the UK by a change via in the USA, from a range of airlines. Some tourists may enjoy a stopover in the USA. • Quite a lengthy flight approx. 18 hours means that visitors may suffer from jet lag once they arrive. • Can transfer via a range of gateways in the USA means a possible stopover on route is possible. • Travel around Kauai is quite easy as it's an island 25 miles by 33 miles. There are a range of options by road including shuttle buses, taxis and car hire. • It is possible to hire cycles and mopeds from beach resorts if you want a more environmentally friendly option **Influence of recent and potential natural disasters on popularity and appeal** • Natural features of Kauai such as it being an island and having a volcano would suggest potential for impact from natural disasters. • Volcanoes on Kauai is not active. There is an active volcano on another Hawaiian island but it is 100 miles away. • Due to being an island in the Pacific it has potential for tsunami and the latest tsunami in 2011 reached Kauai • The last earthquake was in 1868 so a long time ago, but it did cause extensive damage. **Recommendation of the destination for promotion will be supported by justified conclusions from the learner's research on New Zealand and use of the information on Kauai Hawaii in the Information Bookle**	

Activity 3 – The popularity of global destinations

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
	0	**1-4**	**5-8**	**9-12**	**13-16**
Evaluation and recommendation of destination taking account of factors affecting the popularity and appeal of destinations.	No rewardable material.	• Limited evaluation of basic information affecting the popularity and appeal of the destinations. • Use of research is mostly generic and theoretical, rather than focusing on popularity and appeal of the destinations. • Recommendation on destination is given, with limited justification.	• Partially developed evaluation with consideration of points of comparison, but there may be more emphasis on one factor than the others. • Evidence of research and references to the information booklet provided, has some focus on the popularity and appeal of the destinations but is generic and theoretical in places. • Recommendation on destination is given, with justifications which are occasionally supported by the application of relevant evidence.	• Developed evaluation, with consideration of competing arguments about factors affecting the popularity and appeal of the destinations. • Evidence of research and references to information booklet provided are mostly focused on the popularity and appeal of the destinations, with relevant use of specific detail. • Recommendation on destination is given, with justifications, which are supported by the application of relevant evidence.	• Comprehensive evaluation of information that includes a range of well-considered arguments and their relative importance to the factors affecting the popularity and appeal of the destinations. • Evidence of research and references to information booklet provided are consistently focused on the popularity and appeal of the destinations, with relevant and effective use of specific detail. • Recommendation on destination is given, which is fully supported throughout by sustained application of relevant evidence.

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Synthesising ideas and evidence to support recommendations.	**0**	**1-2**	**3-4**	**5-6**	**7-8**
	No rewardable material.	• Demonstrates isolated links between ideas drawn from research and information booklet. • Limited synthesis of evidence.	• Demonstrates partial links between ideas drawn from research and information booklet. • Partial synthesis of evidence.	• Demonstrates sustained links between ideas drawn from research and information booklet. • Developed and coherent synthesis of evidence.	• Demonstrates sustained and comprehensive links between ideas drawn from research and information booklet. • Comprehensive synthesis of evidence.

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