Examiners' Report
Principal Examiner Feedback
Travel & Tourism

June 2024

Pearson BTEC Reformed Tech Awards (2022)
In Travel and Tourism (BTT03)
Component 3: Influences on Global Travel and Tourism

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Level 2 Pass, Level 2 Distinction and Level 1 Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who have taken 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 is the second sitting of the terminal external assessment of the redeveloped or reformed BTEC Tech Award (RTA) Level 1/2 in Travel and Tourism, first teaching September 2022. This report is written by the Principal Examiner for Component 3: Influences on Global Travel and Tourism. We hope that you find it helpful in preparing your learners for future external assessments in this new qualification.

It may be helpful to first highlight some of the differences in the external assessment between the Reformed BTEC Tech Award and the Legacy BTEC Tech Award in Travel and Tourism.

With regards to the number of marks available, the legacy paper had 70 marks, RTA has 60; both allow two hours sitting; the legacy paper had three or more long, so called 'extended open response' (EOR) style questions with a variety of command words - 'assess', 'discuss' and 'evaluate' and a range of available marks from 6 to 9 marks. The RTA has two EORs, with the command 'discuss' and each are worth 6 marks. These EORs are synoptic questions and draw upon knowledge and understanding of some of the content of Component 1 and/or Component 2.

There are also similarities. These include the structure of the assessment. Both papers are organised into three sections A, B, C and the level of difficulty of the questions increases towards the end of sections A and B. Section C contains the most challenging questions. Section A is largely without context and tests content across the component with short and medium open response questions and marks ranging from 1 to 4. Sections B and C are contextualised around a destination or case study. These include a mix but primarily medium open response and two extended open response style questions in Section C.

In terms of the content, this is very similar in terms of topics covered. The main changes are in the level of detail and depth which has been increased and some points expanded upon.

Topic B has been reorganised and Sustainable Tourism is now a standalone subtopic B2, 'social' impacts are now 'sociocultural' impacts and subtopics B3, B4, B5 now simply relate to Managing Impacts - for each of the three types. The assessment objectives have been changed and show a slightly different focus.

There are some changes in terms of the addition of new content and some reorganisation. For instance, in A there has been an addition to 'types of data' with 'endemic infectious diseases. In A1 'know the meaning of key terms' has been added. Whilst the factors are the same, across all factors 'influence on visitor choice' has been given more emphasis.

'Natural disasters' is now 'Natural factors' with further clarity and change of emphasis 'how severe weather events can create natural disasters and new content 'features and physical effects' of each; possible effects have been spilt into 'effects on destinations' and 'effects travel and tourism businesses. For Media factors – changes have been made to clarify types and to the wording of the bullet points.

It is highly recommended that centres familiarise themselves with these changes and additional content and only use the RTA in teaching and learning.

The June 2024 question paper has a total of 60 marks available. The assessment is organised into three sections A, B and C. On this paper there are 24 marks available in Section A, 16 marks in Section B and 20 marks in Section C.

Section A tests understanding and knowledge of content from across the specification of the component. In Section B the main focus of the questions is the destination of Nepal and in Section C, the questions are designed around Egypt. In C, the first and last questions are synoptic extended open response style questions 10a and 10d.

Centres are reminded that the entire 'Essential Content' given in the specification for Component 3 is the scope for this exam.

It is highly recommended that learners pay particular attention to their handwriting and write as neatly as they possibly can. Whilst every effort is made to decipher illegible writing, ultimately if an answer cannot be read, marks cannot be awarded.

Introduction to the Overall Performance of the Unit

This report should be read in conjunction with the question paper and corresponding mark scheme for this series. Centres are encouraged to also access the question papers, mark schemes and Principal Examiner reports of each series.

These documents can be downloaded Travel & Tourism (2022) | BTEC Tech Awards | Pearson qualifications and are a vital resource for centres and teachers. They can also be shared with learners, so they know how marks are awarded and what examiners are looking for.

The paper successfully discriminated across all ability levels, and it was pleasing to see some really competent responses reflecting a good understanding of the component content. The hard work taking place in centres to fully prepare their learners for the exam was evident.

Some common areas of weakness were noted that may have hindered achievement for some. Learners are reminded they do not need to give advantages, disadvantages and a conclusion ie an evaluation in 10a and 10d. This is not appropriate for the command 'discuss'.

Learners are advised not to repeat information given in a question. For instance, whilst many gained a mark for giving a correct way/reason many 'lost' the second mark by repeating the stem Q8b - 'this will protect them from contracting typhoid' and Q9c - 'this will protect the natural environment'. No marks can be awarded for repeating information given. Learners need to use their own words and expressions to fully answer the question and show their understanding. Some learners misread or misunderstood the requirements of the question and did not score, for instance in Q2b some gave the name of the national park, not the year; Q4a some gave examples of social media and missed 'other'; Q5d some gave the effects on destinations and in Q7b some gave the year not the number. All these 'lost' marks can add up so great care is needed.

As reported in January, where scenarios or case studies were provided, some learners just rewrote the case study information and did not score. Gaps in knowledge were apparent in Q2a - positive environmental impact, Q4b - meaning of currency exchange rates, Q5b - features of tsunami and Q6c – increasing visitor spend.

Individual Questions

This following section should be considered with the live external assessment and corresponding mark scheme. The section considers learner performance for each question on the paper and provides some popular correct learner responses. Common issues and weaknesses that may have hindered achievement are also highlighted.

Section A

Q1

This question was well answered by many who gained at least one of the two marks available. Where marks were not awarded, this was usually due to the vagueness of responses such as 'security' or 'security checks' - examiners were looking for more specifics 'security guards'. Other issues were learners giving repeat ideas 'body scanner' and 'bag scanner'; others focused more on check in procedures rather than safety measures. The most popular correct responses included 'bag searches', 'security cameras/CCTV', 'body scanners/x-rays'.

Q2a

This question generated mixed responses. It was apparent that some learners were not familiar with positive impacts on the environment. These gave a range of incorrect responses including 'improved infrastructure' or else economic impacts; some gave reversed ideas such as 'less litter' or else repeated the impact given in the stem 'protect wildlife'. Where there was an understanding of impacts the most popular correct response was linked to education and awareness, though it was good to see the range of possible responses as in the mark scheme also given.

Q2b and Q2c

These straightforward data interpretation questions were generally well answered by the majority. Where marks were in essence 'lost' learners had not read the question carefully and in Q2b gave the national park, rather than the year and some in Q2c gave the number of people living there rather than the national park.

Q2d

This was not as well answered as expected. Some learners perhaps had not read the question carefully enough and missed the 'everyday lives' hook and just gave other types of sociocultural impacts 'disrespect locals' or 'dressing inappropriately'. This actually tested whether learners know what this impact actually means – how are locals affected. Frequently across the paper 'litter' and 'pollution' are given, and again on this question. However, these negative impacts relate to the environment,

whilst litter can be unsightly would not disrupt local's people's daily lives, nor in fact is it necessarily always an impact of tourism. However, many did gain the mark with popular correct responses linked to ideas such as 'long queues', 'nowhere to park' and 'noise from tourists arriving late or having parties.

Q3

It was pleasing to see the majority of learners scoring well here. This question performed as expected with most gaining both marks for knowledge of the TALC stages. All stages were seen. There were many spelling errors but where these could be deciphered by examiners these were not penalised and marks awarded. Where learners gave 'regeneration' rather than 'rejuvenation' or 'improvement' rather than 'involvement' marks could not be awarded. There was a lack of understanding where a minority gave 'recession' or 'emerging'. It was good to see learners using mnemonics to help them remember the stages and sequence.

Q4a

This was fairly well answered by many who were able to state two other types of media. Where learners did not gain any marks, the reason tended to be due to them giving examples of social media. Learners are reminded to read questions carefully and indeed read their answers back! A significant proportion simply gave 'news' which was too vague to gain any marks. The most popular correct responses were 'newspapers and 'TV'; it was also good to see some giving 'print' and 'broadcast media'.

Q4b

This was not especially well answered by many. Learners should be prepared to show their understanding of the meaning of the terms and concepts contained within the component content. The main reason learners did not score here was that they described the process of currency exchange 'change one currency into another' or 'when you change £ to $'. These omitted any consideration of 'exchange rates'. Where learners had a better understanding they gave responses that considered the value or worth. This series a range of ideas were credited even if they had not written as precisely as may have been expected.

Q5a

A popular question that was well answered by many learners who knew about severe weather events and gave two correct types. A full range of correct responses were seen – 'droughts', 'flooding' and 'tornadoes' were possibly the most popular. The most common issues that hindered achievement were learners incorrectly stating natural disasters, or suggestions that are quite common 'thunderstorm' or 'storm' so not really classed as 'severe'

Q5b

Whilst many learners wrote enthusiastically and gave a wide range of suggestions, the majority did not score here. This question tested knowledge of the features of tsunamis. It was poorly answered by most, perhaps due to it being a new element of the specification. The most common weakness was that learners gave the consequences or the effect of tsunamis on destinations – 'flooding', 'lots of water' and 'destruction'. Marks were gained where there was some understanding of features, albeit limited and vague credit was given this series for 'big/tall wave' and also where ideas related to 'drawback of water', although these were in the minority.

Q5c

This was well answered with many gaining the mark available for one other type of natural disaster, 'earthquake' being the most popular correct response. Where the mark was not awarded this was usually when learners just gave 'volcano' – in itself a volcano is not a natural disaster. Learners are reminded they need to refer to some form of activity 'volcanic eruption'.

Q5d

This question was not as well answered as expected by some. Overall, the main common weakness was responses that were ambiguous and/or related to the destination rather than the effect on travel and tourism organisations/businesses. Here learners were overly focused on destruction and access to the destination; the most popular incorrect responses included 'businesses losing money', 'people cannot get there' and 'infrastructure is damaged'. Many did gain at least one mark for

ideas about 'cancellations' or 'delayed flights', 'reduced bookings' and 'compensation'.

Q6a

This was not especially well answered, and it was disappointing to see some learners failing to score. A range of incorrect responses were seen including negative environmental impacts, other incorrect responses included the consequences of a decline in tourism and did not answer the question. One common incorrect response was 'recession'. However, many did know impacts and gained the mark for a correct negative economic impact – 'low paid jobs' and 'seasonal unemployment' probably being the most popular. Learners did not need to explain the impact – the command was 'state' for just one mark.

Q6b

This performed similarly to Q6a and across both it seemed perhaps only the more able learners could show understanding of specific impacts. The most popular incorrect responses included the economic factor 'boom' or sociocultural impacts 'improve infrastructure' or 'more money'. The most common correct responses related to 'creating employment/jobs'.

Q6c

This question was poorly answered by many who did not appear to be familiar with the topic 'managing economic impacts' B4 in the component specification. Many interpreted this question as increasing secondary spend and gave examples of adding a gift shop or selling souvenirs. Others gave simplistic and vague ideas about increasing or decreasing prices or advertising and loyalty schemes. The most common weakness was too narrow a focus on organisations/businesses when the question was about destinations. For many there was limited awareness of how destinations maximise the amount of money tourists spend. The question did work well in differentiating between abilities. It was really pleasing to see some learners had a good grasp and gained marks for correct responses including 'not allowing all-inclusive resorts and hotels to be built so visitors would spend money locally' or 'hold festivals in June and September to extend the season and get more visitors', some just suggested 'create a new attraction' and 'organise events' and gained a

mark for an appropriate way. Many could not articulate their thoughts or develop the point made beyond 'so people spend more money' and could not make the connection to staying longer/overnight/more visits.

Section B

Q7a and Q7b

These straightforward data interpretation questions were answered quite well, and many gained the marks available for interpreting the data in the table on international visitors to Nepal. Some learners did not read the question carefully and in Q7b gave 'the year' rather than the 'highest number'.

Q8a

This was well answered, and most learners were able to identify two correct symptoms of malaria. The most popular correct responses were 'fever', 'headache', 'vomiting'. One issue that may have hindered achievement for some was where repeat ideas were given – vomiting, sickness, nausea – this is the same symptom so only 1 mark. Overall, it was good to see many gaining both marks available.

Q8b

This was fairly well answered by many who showed a good understanding of typhoid, how it is spread and preventative measures. The most popular correct responses were 'get vaccinated', 'drink bottled water' and 'wash hands regularly'. It was pleasing to see many gains full marks by offering precise expansions to say how the measure would protect people from contracting typhoid. A common issue was where some learners repeated the stem 'this will stop people catching the disease' – for the second mark, examiners were looking for specific details - how/why will they not get it. Where the measure related to water/food some repeated the expansion point and were limited to 3 marks. The other common weakness was where learners wrote about how people could protect themselves against malaria 'nets' and 'sprays' – these had not read the question and assumed the same disease would be in Q8b as Q8b. Most gained marks on this question.

Q9a

This question was linked to the information provided on Nepal. It was quite well answered by many who gained one mark generally for a theoretical response – 'because tourism will create jobs' or 'tourists will bring money'. The more able recognised the need to apply their knowledge and understanding to the context to gain both marks available. Popular correct responses included 'they want to attract tourists to Nepal so that the money earned from tourism can help them build more schools/pay for doctors/improve education/healthcare for local people'.

As reported earlier, common issues included when learners give very vague simplistic one- or two-word answers 'more money'. Where the command is 'explain' and there are two marks available, learners need to make two points.

Q9b

This question was fairly well answered by many who gained marks and it was pleasing to see some learners gaining the higher marks. These understood the question and recognised the focus was about the Homestay Trekking Holidays. Popular correct responses included 'tourists would be educated about local beliefs whilst on the tours around the sacred mountains'; 'increased cultural awareness whilst taking part in traditions'; 'extra income would be created by providing accommodation' and some linked to increasing quality of life. The most common weakness was where learners just gave theoretical responses such as 'more jobs more money' and could not apply their knowledge to the specific aspects given in the context. Another issue was where learners gave benefits such as 'making friends' or 'they will get help with cooking, farming' showing a limited understanding. When such similar scenarios are presented learners are encouraged to select the most relevant points and consider what the emphasis of the question is.

Q9c

For some learners, this proved more challenging than expected. A common weakness that hindered achievement, as seen on some other questions was where some learners took the wrong approach – so they wrote about the consequences if the code did not exist. These did not

explain how the code would protect the natural environment, they had not made the connection to sustainable tourism/managing negative environmental impacts and so did not answer the question; others gave simplistic ideas about 'removing litter' or 'reducing pollution'. These perhaps had not fully engaged with the scenario and problems facing this landscape where vast numbers of people and groups and all their gear go trekking and climbing in remote, pristine and vulnerable environments, chopping down trees and leaving all their equipment behind. Popular responses that demonstrated a better understanding included 'travelling in smaller groups would reduce footpath erosion and maintain the beauty of the mountains. It was pleasing to see some had linked the image and other hooks about forests with the code and suggested that 'cooking on stoves would help preserve the forests/reduce risk/prevent wildfires'.

Section C

Q10a

It was really pleasing to see learners engaging well with this scenario and some excellent responses were seen, well deserving of the higher marks. It was evident learners understood the case study and were able to draw on their wider learning and link the cruise details to the needs of the customer. Where marks were not awarded this was mainly due to either learners giving the customer advice on what to take, more akin to 'essential information' from Component 2 or else they rewrote the stimulus with no interpretation. This was less prevalent than seen in the January series. Many learners continued on additional paper. Quite often examiners comment that overly long responses can lose their focus. For the highest marks discussions should be logical – in terms of structure this can be lost where learners keep adding points. With practice and development of skills this could help improve performance on these. Some discussions were comprehensive and well developed where they identified the customer's needs, including unstated needs and considered these matched to the suitability of a range of aspects, products and services, of the cruise. Many considered that being alone the customer had the opportunity to meet people if desired, gave the suitability of air-conditioning to relaxation aligned with recovery and the majority matched the interest in ancient history with the suitability of the destination's features. The lack of direct flights some considered no

problem others recognised this was not suitable adding time, cost and potential delays and stress. Learners do need to develop the points made, some just wrote 'it is suitable because the customer is interested in ancient history and the cruise goes to temples' a more developed response would draw on the suitability of the guided tours so the 'customer can learn more, ask questions'. The question differentiated ability and often the more able considered the less obvious points. For instance, suggesting that the early morning start may not be suitable if in need of rest, to give a more comprehensive discussion.

1Qb

This question was fairly well answered by most. Learners were required to apply their knowledge to the stimulus on river cruises on the river Nile. Where learners had a good understanding of impacts they applied their knowledge and considered appropriate negative impacts. The more able tended to consider other impacts beyond 'pollution' such as overcrowding linked to interfering with the local people fishing or navigating the river. For most, popular correct responses considered water pollution and linked to fuel leakages/spillage from all the boats, or that 'the riverbanks would be eroded because of the big waves'. Where fewer/no marks were gained, learners gave a range of simplistic, unrealistic ideas including 'tourists throwing litter in the river' and 'boats crashing'. Examiners commented that many learners could not expand to explain the impact – many gave the consequence without saying what had caused the impact such as 'pollution will kill wildlife', too vague. Yet 'the river will suffer from water pollution caused by fuel leakages from all the boats' tells us what the impact is and explains what has caused it.

Q10c

This was well answered, and most learners demonstrated some understanding of visas, it was good to see some drawing on their wider understanding of the tensions in the area. Common issues remain where some learners are confused between a visa and a passport in terms of entry requirements for travellers or focused entirely on ideas about 'keeping undesirables out!' Overall, a range of correct responses were seen such as 'controlling who enters to keep the country safe from criminals/terrorists'; 'controls how many enter to avoid over-tourism' and 'can raise money to improve quality of life for locals'.

Q10d

This question was answered well by many learners who showed a good understanding of visitor types and were able to link this to the case study information on Sharm el-Sheikh. The question differentiated learners well as it was quite apparent where learners had drawn on their knowledge from the other components and matched the popular features to specific visitor types - families, different age children, couples, groups of friends, special interest, solo/individuals etc. These gave reasoned accounts to say why a particular feature would appeal and points made were developed beyond 'they will enjoy it', such as 'families with younger children will feel assured the resort is safe due to the police presence. The range of attractions, water slides will keep the whole family occupied. The weather will be warm and sunny so the children can cool off in the water'.

Some unfortunately misread the question and gave an account of why the resort was popular with no reference to visitor types. One other common weakness that hindered achievement was where learners just rewrote the information, or parts of it, with no interpretation or others made generalised statements in an attempt to link to visitor types – 'families would enjoy this'; or vague ideas 'the weather will be popular to people who like warm weather.

Summary

Based on their performance on this paper, learners should:

- know the different types of positive and negative impacts of tourism.
- understand precisely what 'litter' is and that it is not exclusively an impact of tourism and as such is unlikely to be awarded marks.
- know how impacts are managed to achieve sustainable tourism – such as increasing visitor spend, codes of conduct.
- recognise key terms from the component and be able to give their meanings – currency exchange rates.
- know the content of sub-topic 'natural factors' – including severe weather events, natural disasters, their physical features and understand the effects on destinations and travel and tourism organisations.
- read each question carefully, underline the key points then read your answer back to make sure you have answered it.
- check the marks available and answer; accordingly, so for two marks such as 'explain one impact/way' your answer needs to contain two separate points – one point should identify or state the 'impact' or 'way'

and the second point should be a development of the first point, an expansion or justification of the point made that links to the 'impact/way' to the context.
- write neatly and clearly so examiners can read your answer.
- plan your time and ensure you have enough time for the longer questions in Section C.

Centres are advised to refer to the specification, sample assessment materials and mark schemes on the Pearson BTEC Reformed Tech Awards Travel and Tourism webpage located here.

Available support and useful information

Subject Advisor	Jonathan Wolton
Email address	jonathan.wolton@pearson.com
Contact number	447545413156
Book a MS team call	Meet with Jon Wolton your Geography & Travel and Tourism Subject Advisor (office365.com)

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