Examiners' Report
Principal Examiner Feedback
Travel & Tourism

January 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 report is written by the Principal Examiner for Component 3: Influences on Global Travel and Tourism. This is the first 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. We hope that this report is helpful in preparing your learners for future external assessments in the new qualification.

There are some similarities and differences between the Reformed BTEC Tech Award and the Legacy BTEC Tech Award in Travel and Tourism, in terms of content and structure.

To briefly highlight some of the differences in the external assessment. 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' each worth 6 marks. These EORs are synoptic questions and draw upon learning and understanding of Components 1 and 2.

Similarities include the structure of the assessment. Both 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 length questions and marks ranging from 1 to 4. Sections B and C are contextualised around a destination or case study.

In terms of the content it broadly remains very similar in terms of topics. 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 has been spilt into 'effects on destinations' and 'effects travel and tourism businesses'. For Media factors – changes have been made to clarify types and also to the wording of the bullet points.

Centres are strongly advised to familiarise themselves with these slight changes and additional content.

The January 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 content from across the specification of the component. Consisting primarily of straightforward questions testing understanding and knowledge with a slight increase in the level of difficulty to the last question. Section B includes questions based around a destination, Japan. Questions in Section C, this series are based around a destination, Hull; starting and ending with synoptic extended open response style questions 9a and 9e.

There was evidence of gaps in knowledge or limited familiarity with some aspects of the content. 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 mark scheme. Going forwards, centres could also access the question papers, mark schemes, Principal Examiner reports of each series as these provide useful resources for classroom activities.

These documents can be downloaded here 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.

It was pleasing to see that overall the paper performed well and a range of marks was awarded. The paper successfully discriminated across all ability levels and some really competent responses were seen. 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 on occasion attempted to provide an evaluation for Q9a and Q9e and gave advantages, disadvantages and a conclusion. This is not appropriate for the command 'discuss'. Some did not seem to know how to approach the questions. Within the specification for the component there is a table of key terms that may assist learners in preparing for the external assessment.

Learners need to be reminded not to repeat information given in a question. For instance, Q2a many did not score when they repeated the example given 'tornadoes and hurricanes/cyclones'. Similarly in Q7c some repeated 'tsunami', given as an example and others gave 'tornadoes and hurricanes/cyclones' for natural disaster. Where a stimulus or context was provided, some learners just rewrote the information and did not score. Confusion or maybe lack of familiarity with impacts was evident where learners wrote about economic factors or impacts in the questions targeting understanding of environmental impacts – Q5a, Q8b. It was noted that understanding of positive impacts generally was quite limited. Other common weaknesses were evident in Q3a and Q3b knowledge of the TALC stages and the meaning of an emerging destination was not always apparent. Finally some learners misread or misunderstood the requirements of the question for instance in Q2b some gave the effects not features of tornadoes and

hurricanes/cyclones and in Q5c some wrote about benefits to tourists not local people.

Individual Questions

The following section considers each question on the paper, with details of popular correct learner responses and common issues and weaknesses that may have hindered achievement. This section should be considered with the live external assessment and corresponding mark scheme.

Section A

1a

This was fairly well answered by many; the main reason some learners did not gain the mark was for suggestions about 'losing' something. Popular correct responses suggested 'theft', 'robbery'.

1b

This was a popular question and well answered by most who were able to give two correct symptoms 'nausea' and 'fever' being the most popular. It was good to see learners scoring well. Symptoms suggested that did not gain marks included 'coughing', 'feeling dizzy'.

1c

This was very well answered and the majority of learners gained the mark for a correct infectious disease. A few suggested minor ailments that would not be an influencing factor in terms of global travel and tourism – 'flu' and did not score. 'Malaria' was the most popular response.

2a

This was reasonably well answered by many who gave a correct type of severe weather event 'droughts' and 'floods' being very popular. A common weakness as mentioned earlier was when learners repeated the stem and gave 'tornadoes, hurricanes, cyclones', some gave natural disasters or else types of weather 'rain' rather than extremes.

2b

This question tested knowledge of the features of tornadoes and hurricanes/cyclones and is a new element of the specification. Some responses did not show any understanding of such features and did not score, either because they wrote about the effects 'damage buildings' or gave vague responses 'wind'. The most popular correct feature related to high wind speeds presented in different ways but credited for understanding.

3a

This was well answered by many who correctly named the TALC stages on the model. There was evidence of guesswork and a range of incorrect responses were seen such as 'recession' and 'growth'.

3b

This was not well answered by many who may have misread the question and incorrectly gave characteristics of emerging destinations 'basic infrastructure'. Others had some notion and gave a range of vague ideas about popularity. Where the mark was awarded, learners more precise responses relating to growth in popularity and/or the rate of growth.

3c

Whilst this was answered reasonably well, it was surprising how many learners did not gain any of the marks available. Common weaknesses reflected limited understanding of the characteristics as shown in the specification content. Some gave vague responses 'declining destination' or one word responses 'infrastructure' some suggested that it was 'an old destination'. Some responses considered mature destinations as

something to do with a person's age, with responses such as 'quiet', 'relaxed' and 'offers gentle activities'. Where marks were awarded it was for a range of correct responses - many gave 'mass tourism', being 'a well-known destination', having 'integrated transport links' and 'where the economy relies on tourism'.

4

This question was well answered by the majority who gained the mark.

5a

This question was not particularly well answered by many who could not give two positive environmental impacts of tourism. As mentioned earlier, the main common weakness was confusion with the different types of impacts where learners gave economic impacts or factors. Where marks were awarded the most popular correct responses were 'conservation', 'protecting wildlife' and 'education'.

5b

This was not especially well answered. The most popular correct responses related to accessing jobs and earning a living or wage, some recognised training could lead to being able to apply for better paid jobs, though few considered skills that could be gained or that locals could set up their own business if trained. Some gained marks for giving an appropriate economic impact but then gave an expansion linked to sociocultural impacts 'better quality of life'. Some did not attempt the question and others gave a range of incorrect responses with references to customer services, the environment, safety and security.

5c

This was not well answered by the majority, who may have misread or not understood the requirements of the question. The most popular incorrect responses were linked to economic impacts - jobs, money. Some learners reflected on the impact to visitors rather than local people or gave vague suggestions – 'make sure tourists eat the local food', 'they should take part in ceremonies' without saying 'how' this would be achieved nor what the benefit would be. Overall many responses reflected a lack of understanding of the concept of managing

sociocultural impacts to create benefits for local people. Where marks were awarded, the most popular response was about 'educating tourists on the culture so as not to cause offence to locals', some suggested providing information on suitable clothing, or a dress code to show respect. Other popular responses included involving local people more.

6

This question was well answered by many who gained two or three marks here. Most were able to give relevant examples of how each organisation could be more sustainable. Most marks were awarded for the airline setting and examples for reducing single use plastic when learners gave examples of alternative materials such as paper, bamboo, wooden and applied to the airline context - cutlery, cups, plates, trays or gave examples to reduce plastic packaging. Some addressed the issue of throwaway drinks bottles and suggested a variety of examples such as water fountains/jugs and reusable containers. Some examples given for the travel agent were not appropriate. These included examples such as using brochures instead of websites, putting bins outside, cycling to work and did not score. Some basic examples gained marks such as replace all bulbs with LEDs, have motion sensors to switch lights off, turn the heating down. Installing solar panels was a popular response. Learners are reminded this is an alternative/sustainable energy source that in itself would not strictly speaking reduce energy usage, just in terms of less reliance on energy from fossil fuels. This series, the example was accepted and overall, it was pleasing to see learners scoring well here.

Section B

7a

This was answered quite well and many gained the mark available for interpreting the data in the table on visa costs.

7b

This was similarly answered fairly well by most.

7c

Overall this was answered reasonably well answered with many gaining at least 1 of the 2 marks available for two natural disasters. Some did not score when they gave 'volcanoes' and did not specify 'eruption' or volcanic activity/explosion. Other common issues for no marks were giving weather events or repeating 'tsunami'.

7d

This was fairly well answered by many and most learners were able to identify two appropriate different types of media. Common issues that may have hindered achievement for some was repeat ideas 'Instagram' and Facebook' both social platforms; also in the expansion just repeating the stem 'will attract more visitors' or 'advertise the area' or just saying what they could advertise and not really answering the question. Higher marks were awarded where learners had used the information provided in the stimulus and understood this was about how potential visitors could be reassured the area had been restored and was open for business or to encourage them to visit to see the changes, new attractions and improvements. Few learners made this connection to gain beyond 2 marks for identifying ways. Learners are encouraged to be selective and apply what they know about media factors and also use the information – interpret it, do not repeat it.

8a

This was not particularly well answered by many. As reported earlier, common issues included when learners confused economic with environmental and did not score any marks for responses about litter; or else wrote about the impact of a recession confusing economic impacts of tourism with economic factors. Some identified a correct impact but then gave a description or consequence of the impact 'seasonal unemployment is when locals will not have a job/be able to earn a living in the quiet months'. They needed to say how tourism had created the impact such as 'tourism creates seasonal unemployment because there are no jobs in the off peak months when tourists do not visit'. The most popular correct impacts were 'seasonal unemployment' and 'leakage' with some learners able to offer appropriate expansion points reflecting a good understanding.

8b

This questioned was quite well answered by some, but generated a range of responses. Common issues for those that did not score included those learners who gave sociocultural or economic impacts, gave generic impacts with no link to the stimulus or inappropriate environmental impacts such as 'litter'. The most popular correct responses showed an understanding of the requirements of the question. Learners applied their understanding and suggested appropriate impacts such as different types of pollution linked to the stimulus. Such as the volume of traffic, cars and coaches creating air/noise pollution or because of all the tourist boats in the bay the water will be polluted by engine/fuel; others recognised the town would be overcrowded with so many visitors; some gave ideas linking all the boats and anchors, waves disturbing marine life/habitats. However, many learners did not recognise the command 'identify' was an instruction to identify from the information, as opposed to 'state/give' which would be testing direct recall, understanding, examples or a more general response. This question required application, connection, links to the context and discrimination of all possible impacts to those most appropriate and expressed using learner's own words.

8c

Overall this was fairly well answered by many who gained marks and it was pleasing to see some learners gaining the higher marks and showed some creative thinking. These understood the question and recognised the focus was about sustainable tourism, allowing a wide scope of different positive impacts - they considered economic, sociocultural and environmental. Popular correct responses suggested 'jobs being created as guides will be needed for the walking tours', some linked the tours to 'educating tourists on the local culture/fishing heritage so keeping traditions alive'; other responses gave the benefits of locally sourcing food in terms of 'reducing food miles will help with cleaner air/demand will support local suppliers/keep them in business' and ideas about the extra spend created/businesses supported when visitors stay longer/overnight rather than a few hours linked to eating out/having drinks out. The most common issues where the lower scores were seen was learners not understanding or misreading the question, some gave benefits for visitors, others just repeated the methods from the information provided. Learners need to be aware that they can repeat information given but it will not gain marks unless there is some

development, showing interpretation - in this case on specifically how the method would create positive impacts on the local people/town.

Section C

9a

This question was reasonably well answered and was attempted by the majority who gained marks. It was evident learners understood the case study and were able to draw on their wider learning. Many identified the benefits that being named a City of Culture would bring to Hull and could expand upon these points. Where the lower marks were awarded responses often repeated the stimulus without any development or expansion, or gave bullet point lists or just a short paragraph. Where higher marks were awarded learners tended to use the answer space available to expand on points made. These gave a range of different points and developed these. They made links to their wider knowledge – 'likely to see increase in repeat visitors as more attractions created giving more reasons to go back, different activities and new events', 'jobs created for the unemployed boosts money collected in taxes meaning more available to continue to improve the area'; others focused on cultural aspects and the raised awareness beyond the UK, some considered the legacy effect of the planned cruise terminal and more visitors. The main reason some did not access the higher marks available was due to lifting information directly from the stimulus with no interpretation. With practice and development of skills this could help improve performance on these.

9b

This generated a range of response and was not particularly well answered by the majority. Incorrect responses included 'build new hotels/attractions' this is not a valid role; also ideas about how to promote Hull 'advertise Hull on social media' or 'offer deals and discount'. Where marks were awarded, popular correct responses included 'providing funding to help improve the city or protect its culture' and 'make it easier for visitors to get there by improving the infrastructure'. Others referred to ideas about 'creating employment opportunities for locals' or 'controlling what is built' but did not offer an expansion point.

9c

This was not particularly well answered by many. Here it seemed that learners did not understand the theory of exchange rates. Some discussed in general terms the disadvantages of different currencies. Perhaps the most common reason learners failed to score was because they gave the reverse way 'inbound tourism will decrease as people visiting from overseas will have less money/things will cost more'. Some may have only picked up 1 of the 2 marks available if they did not expand or justify the point made - 'More people from overseas/Europe will visit'. Learners are reminded to make two points and give reasons, or consider using connecting statements – 'this means' or 'because'. 'More people from Europe will visit' (1 mark) 'because their money will go further' (1 mark).

9d

This question was answered fairly well by many learners who gained one mark at least. In general, it was apparent that they had an understanding of the need for the hotel to reduce costs and consider their offering of complimentary goods and their prices/room rates. Some creativity was demonstrated. Popular correct responses suggested that the 'hotel should charge for breakfast' or 'stop giving free newspapers', 'make executive rooms into normal rooms', 'make it all inclusive' or 'make it more luxurious which leads to more visitors', 'offer discounts so more affordable' . It was pleasing to see a variety of responses and such a good level of understanding here.

9e

This question was answered well by most learners who showed a good understanding of how organisations can work together and were able to develop their thinking. Common issues that may have hindered achievement for some included when learners discussed how the individual organisation could attract more tourists to Hull rather than how they could work together; or where generic ideas such as 'create a package' was suggested but there was no application or reference to any of the organisations. As reported elsewhere some learners largely repeated the stimulus. Many learners identified which organisations could work together e.g. RestINN and The Deep but did not give any details to say how or why. It was also noted that some gave a number of possible variations. Learners should be mindful that this is not about

how many combinations they can think of, it requires development to showcase application of knowledge and understanding. Examiners mark this question and Q9a holistically looking at the whole response, not the number of points made. High marks were awarded for responses that focused on a few realistic, relevant and appropriate examples of how named organisations could work together with clear links to say how these would be successful in attracting more tourists with detail and development to justify thinking.

Summary

Based on their performance on this paper, learners should:

- know the meaning of all the terms and language in the content of the specification for this Component such as TALC stages, types of destinations
- know the different types of positive and negative impacts, the difference between factors and impacts, and know the methods/ways impacts can be managed
- know what the command words 'identify', 'explain' and 'discuss' require
- use the Sample Assessment Materials as mock tests and learn how to interpret case study information and use your own words
- refresh on your knowledge and understanding of the content of Components 1 and 2
- observe 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 given, using linking/connection phrase can help structure your answer 'so that' or 'because'
- attempt all the questions as blank answers will not gain any marks
- write neatly and clearly so examiners can read your answer

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.

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