

Examiners' Report/ Lead Examiner Feedback

January 2017

NQF BTEC Level 1/Level 2 Firsts in
Travel and Tourism

Unit 1: The UK Travel and Tourism Sector (21474E)

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Introduction

This report has been written by the Lead Examiner for the BTEC L2 Unit 1 The UK Travel and Tourism Sector. It is designed to help you understand how learners performed overall in the external assessment. For each question there is a brief analysis of learner responses. We hope this will help you to prepare your learners for future examination series.

General Comments

This was the sixth examination series. It is pleasing to see a significant improvement from June 2016 in this January 2017 series. It was evident that centres have been accessing past papers, mark schemes and previous lead examiner reports to help with improving learner performance. Perhaps one of the biggest obstacles for achievement still remains with the lack of knowledge of key terms, concepts and the language of the unit specification. Some learners did not perform well on questions targeting straightforward knowledge and understanding (e.g. Q1c, Q2b, Q3, Q6a and Q6b). This reinforces the need for learners to have an in depth knowledge of the entire unit as detailed in the specification. It is recommended that teaching and learning centres on the whole content of the unit specification.

Some learner responses seemed confused and did not show basic understanding of roles, particularly in Q3 and Q6a. Also understanding of trade and professional bodies and organisations in Q3 and Q5a was a key concern for many. On a positive note, there were fewer instances this series of learners completely misreading questions and this mainly affected performance on Q4c and Q9. Some learners failed to awarded marks by giving vague responses that did not apply to the information given (e.g. Q4b and Q5b). However, it was good to see this series that learners did not repeat the mistake of past series by just giving one response on the multiple response questions (MRQ). The concept of sustainable tourism was not well understood by many as seen in Q7, similarly performance on Q8 showed that understanding of partnerships continues to be a weakness for many.

In preparing learners for the external assessments, one of the most fundamental requirements for teaching and learning is familiarity and competence with regards the terms, concepts and the language of the unit specification. The content of question papers is driven by the specification. Learners should be advised of the need to read all questions with great care and to check that the response given answers the question. As seen in previous series on the more complex questions requiring an explanation many learners do not expand their responses sufficiently to provide an explanation of a valid point made and frequently only gained two of the possible four marks available.

It is good to see an improvement this series with more learners attempting to provide an explanation. There was also a reduction in the number of blank responses.

Feedback on specific questions

Q1ai

A multiple response question that was answered well and many learners gained two marks.

This response was awarded 2 marks.

1 (a) (i) Identify **two** examples of outbound tourism from the UK.

- A A family from Madrid visiting Glasgow
- B A student from Cambridge visiting Athens
- C A solo traveller from Edinburgh visiting London
- D A couple from Brussels visiting Vienna
- E A group from Birmingham visiting Paris

Q1aii

This was well answered by many learners. Some gave examples which were awarded. Where learners did score responses tended to be a little vague 'traveling from one place to another in the same country'.

This response was awarded 1 mark.

(ii) What is domestic tourism?

(1)

Travelling within your own country, ie a student from Birmingham visiting Glasgow

Q1b

This was a multiple response question that was answered well by many learners who gained two marks. The most common incorrect response was 'excursion'.

This response was awarded 2 marks.

(b) Identify **two** examples of specialist travel.

- A Education
- B Holidays
- C Conservation
- D Airline
- E Excursion

Q1c

This was generally well answered by most learners who gained marks for a wide variety of responses. Common incorrect responses included 'self-catering' and 'camping.'

This response was awarded 3 marks.

(c) Chalets are one type of accommodation.

State three **other** types of accommodation.

1 Hotels

2 Caravans

3 Tents

This response was awarded 0 marks.

(c) Chalets are one type of accommodation.

State three **other** types of accommodation.

1 self service Accommodation

2 serviced accommodation

3 non - serviced accommodation

Q2a

A multiple choice question that generally saw many learners awarded the mark available.

This response was awarded 1 mark.

2 (a) What is direct employment?

- A Jobs created for volunteers
- B Jobs created to support travel and tourism organisations
- C Jobs created for temporary agency workers
- D Jobs created by travel and tourism organisations

Q2b

This question was well answered by the majority who showed some basic understanding of the term. Incorrect responses tended to refer to travel and tourism and businesses.

This response was awarded 1 mark.

(b) What is meant by the term Gross Domestic Product (GDP)?

The value of a countrys economy

Q2ci

This was well answered and most learners were awarded the mark available.

(c) Use the data in the table to answer Q2c (i) and Q2c (ii).

(i) Domestic tourism is the most valuable type of tourism for which region?

SOUTH WEST

Q2cii

This was not as well answered as Q2ci as some learners misread the question and often gave London rather than the type of tourism as required by the question.

(ii) Which type of tourism is the most valuable to the UK?

DAY VISITS

Q3

This was well answered by many learners who had an understanding of the organisation and related their responses accordingly to aviation. Key gaps in knowledge were evident where learners gave generic responses, e.g. 'regulate' and 'protect', these were not awarded marks as no understanding of the CAA was evident.

3 State **two** roles of the Civil Aviation Authority (CAA).

1 they control aviation.

2 they make sure everyone is safe and that health and safety procedures are in place.

(Total for Question 3 = 2 marks)

This response was awarded 0 marks.

3 State **two** roles of the Civil Aviation Authority (CAA).

1 Keeping historical buildings ~~from~~ ^{maintained} being

2 working for charity

Q4a

A popular multiple response question, many learners gained both marks. Some incorrect responses included 'customer database' and highlighted a misunderstanding about the term 'consumer technology'.

This response was awarded 2 marks.

4 Organisations in the travel and tourism sector use a range of consumer technologies.

(a) Identify **two** examples of consumer technology used by travel and tourism organisations.

- A Customer database
- B Company intranet
- C Account spreadsheet
- D Touch screen display
- E Audio-visual tour

Q4b

Learners responded well to this question and many gained two marks for accurate responses that referred to the scenario, popular responses included 'won't lose it'. Some learners seemed confused and responses related more to advantages of online bookings or saving money. Learners are encouraged to apply their responses to the situation and avoid giving generalised answers such as 'quicker', 'easier' as this does not show any understanding.

This response was awarded 2 marks.

(b) Give two **advantages** for **customers** of using mobile applications to download and store tickets.

(2)

1. When you have them on your phone you don't ~~need~~ need to worry about losing them. 2. It's much easier to carry it around without extra papers.

The learner clearly shows understanding and has given some context in the response.

This response was awarded 0 marks.

(b) Give two **advantages** for **customers** of using mobile applications to download and store tickets.

1. Simply simple

2. ~~easy~~ quick

The learner has not shown any understanding in the above response.

Q4c

This was not answered well by most learners. Many responses related to the advantages to customers rather than the organisation. Whilst learners are familiar with applications and comparison sites, it was the link to advantages to the organisation that learners struggled with. Incorrect responses often related to the advantages of comparison sites, 'get the best deal' or 'can do it at home'. Some responses were too vague, e.g. 'quicker' and were not awarded marks. The more able learners were more specific and wrote about the company gaining more customers due to the convenience or time saved by having an application on a mobile phone compared with having to use a laptop.

This response was awarded 4 marks.

- 1 It widens the customer base as lots of people use mobile applications, this means they will see an increase in customers as they have widened their target market.
- 2 ~~They~~ By adding an app they also have a uniqueness which will draw in more people and as everything is electronic these days it's important that they stay relevant through the internet app.

In this response, one mark was awarded for identifying the advantage 'gains more customers/widens customer base' and one mark for the explanation linked to the increased use of mobile technology. The second advantage, a mark is awarded for 'raised profile/awareness' and one mark was awarded for an explanation linked to maintaining competitive edge i.e. 'being relevant'.

This response was awarded 0 marks.

(c) Explain two **advantages** to **BookaCar.com** of providing a mobile application (app).

(4)

1 The Customer will have a much larger Selection of Cars to pick from whenever they need to.

2 The app will find you the Cheapest deal on the internet so you get your moneys worth.

Here the learner has misunderstood or misread the question and written about advantages to the customer rather than the organisation.

Q5a

This question generated a range of varied responses and there was a marked difference between learners who knew about AITO and those that didn't. Many responses indicated a complete lack of knowledge where they referred to 'getting a good deal/cheaper' and some confused responses that suggested the tour operator would 'give them a tour'. Others seemed to be writing about ABTA.

Responses that were awarded high marks considered the financial protection offered and the specialist advice provided. Very few learners seemed to know about the ethical aspects of holidays provided by the AITO members. As seen across the questions, requiring an explanation few learners gained more than two marks for advantages as they did not give reasons of the benefit to Jo and Cara.

This response was awarded 2 marks.

Explain two **benefits** for **Jo and Cara** of booking their adventure holiday to Peru with Parrot Tours.

(4)

1 Benefits of booking a holiday with parrot Tours would mean, Jo and Cara would not miss anything out such as transport if they was to book independently.

2 Another benefits is that Parrot Tours would provide Jo and cara advice for different aspects of their holiday

One mark was awarded for the benefit of 'less risk of mistakes being made' and one mark awarded for the 'advice' offered. The learner has not provided an explanation of why these are benefits to Jo and Cara.

Learners need to practice developing their responses to offer explanation. The first response could have been expanded 'this means they do not need to worry' and in the second response 'so they will be able to avoid the main tourist areas'.

This response was awarded 0 marks.

Explain two **benefits** for **Jo and Cara** of booking their adventure holiday to Peru with Parrot Tours.

(4)

1 Jo and Cara would see all of the views of ~~Peru~~ Peru and all of their sights.

2 With parrot Tours you would pay less to see all of Peru.

The learner has misunderstood AITO and the response relates to a tour guide and the chance of a cheap deal. There is a complete lack of understanding.

Q5b

This question was answered well by most learners who were awarded marks for responses related to insurance covering medical costs or replacing lost items. Many had clearly related well to the scenario given and applied their answers to the situation. Less able learners tended to give vague responses 'covered if anything goes wrong' or 'can do more risky activities'.

This response was awarded 2 marks.

(b) Give two **benefits** of having travel insurance for Jo and Cara.

(2)

- 1 They are covered if one of them gets injured and requires medical treatment in Peru as they are going on an adventure holiday.
- 2 If their mobile is stolen, they can use their insurance to help recover it, or get a new one.

Here, understanding is evident and the learner engages well with the stimulus, applying the response.

This response was awarded 0 marks.

(b) Give two **benefits** of having travel insurance for Jo and Cara.

(2)

- 1 if anything happens it would cost as much.
- 2 ~~if~~ more places will become more accessible due to them having insurance.

Here the learner's response is too vague and understanding of what travel insurance can cover is not evident.

Q6a

This was not particularly well answered, despite testing basic knowledge. It would appear that many learners are confused by the term 'roles' and many gave products/services such as 'accommodation' and 'activities'. Where learners understood roles many gained marks most frequently for 'entertainment' and 'education'.

This response was awarded 2 marks.

6 One role of visitor attractions is to provide hospitality and catering for their customers.

(a) Give two **other** roles of visitor attractions.

1 To provide entertainment.

2 To educate the visitors.

This response was awarded 0 marks.

6 One role of visitor attractions is to provide hospitality and catering for their customers.

(a) Give two **other** roles of visitor attractions.

1 Give them the tourism experience.

2 Try new things.

Q6b

This was not well answered by learners who seemed to lack an understanding of what 'catering services' meant. These responses tended to be offer 'food' or 'all inclusive'. Full marks were awarded for learners who understood what the question required and offered a range of valid answers such as 'restaurants' and 'food stalls'.

This response was awarded 2 marks.

(b) Visitor attractions provide catering services for their customers.

State two **ways** visitor attractions provide **catering services** for their customers.

1 Restaurants

2 Takeaway Huts

This response was awarded 0 marks.

(b) Visitor attractions provide catering services for their customers.

State two **ways** visitor attractions provide **catering services** for their customers.

1 By offering Meal deals.

2 Provide Self-catering equipment.

Q6c

This was answered well by many learners who gained two marks of the four available. A wide range of valid suggestions were made including offering accommodation, tours, events, open longer, weddings and functions. Many learners were unable to offer an explanation that did not repeat the stem 'make more money/increase sales revenue'. Marks for explanations were most frequently gained when the advantage given was to open throughout the year to allow more customers to visit.

This response was awarded 4 marks.

Explain two **ways**, other than increasing the entry fee, that the owners of Sawley Castle and Gardens could **increase sales revenue**.

(4)

1. They could put on ^{different} events ~~at~~ at the Castle which would increase interest and encourage different people to visit. (eg. crafts, sports, Christmas events etc.)
2. They could extend the visiting times to include other months therefore giving customers more chance and time to visit.

Here the learner has expanded and developed their response to offer explanations. One mark was awarded for events and one mark for the explanation of attracting different types of visitors; examples given are helpful to show a good degree of understanding. One mark was awarded for extended opening with an appropriate explanation.

This response was awarded 1 mark.

Explain two **ways**, other than increasing the entry fee, that the owners of Sawley Castle and Gardens could **increase sales revenue**.

(4)

1 They could increase the amount of time they are open.

2 Another way increase the entrance fee per person

As seen throughout, the learner has identified two ways but does not offer any explanation, so restricting the marks awarded. One mark was awarded for extended opening, however, the second way has been given and did not gain any marks. Learners are strongly advised to read the questions carefully.

Q7

This question was not well answered by the majority of learners and a lack of understanding of the concept of sustainable tourism in this context was clearly evident. Many learners wrote about energy saving light bulbs. The more able learners gave responses linked to helping animals that hunt at night or the else the recognition and reputation of the national park.

This response was awarded 0 marks:

Explain one **other** benefit for the national park of reducing light pollution.

It helps the light bulbs last longer, so it saves energy.

Here the learner has repeated the stem 'saves energy'. Learners need to watch for questions that ask for 'one other' and offer something different.

Q8

This was not well answered by most learners. The concept of interrelationships, partnerships, corporate groups etc. are challenging for learners and many repeated the stem, said they would 'get more visitors'. Where learners gained marks it tended to be for advantages linked to 'raised profile' and 'publicity'. Few learners gained marks for explanations and either wrote generally or gave advantages to the gallery and not the museum.

This response was awarded 4 marks.

Other than increased visitor numbers and income, explain two advantages of this partnership for the **Peaks Countryside Museum**.

1. Combined marketing and promotion efforts - ^{their adverts} ~~it~~ will reach more people including locals and people from all around the ~~world~~ country.
2. ~~Accessed~~ combined resources - they ~~are~~ have more historical items and could get more in the future to attract more customers and gain popularity.

This response demonstrates that simple ideas can be awarded full marks. The first advantage is about shared advertising with an explanation linked to increased customer base. The second is about combined resources with an explanation linked to increased popularity.

This response was awarded 2 marks.

Other than increased visitor numbers and income, explain two **advantages** of this partnership for the **Peaks Countryside Museum**.

1. It could increase its popularity in other areas, having a partnership with a well known art gallery means the museum will be talked about more.
- 2.

Here the learner shows some understanding and one mark was awarded for the advantage of increased publicity 'talked about more' and the explanation of leading to 'increased popularity'.

Q9

This question had mixed responses. The majority of learners engaged well with the scenario and were able to produce applied evaluations. However, many learners did not answer the question by writing about impacts on the local environment and the local people. It would seem once learners had started with this train of thought they completely lost the focus of the question and many did not refer to economic effects at all, were awarded no marks.

Where learners focused on economic effects some excellent responses were seen. Improvements in performance were evident and the majority of learners considered both positive and negative effects, related to increased income, cleaning costs, support for small businesses, potential loss making due to event costs. Very few entirely theoretical responses were seen. Many scored marks in Level 2 (4 to 6 marks) for application and evaluation. The more able learners produced some considered responses with development of a range of effects and well justified conclusions, deserving of the Level 3 marks awarded. Examiners commented that many learners used both sides of answer paper and gave fuller and more confident responses.

This response was awarded 7 marks.

The positive effects on the economy is that more people will go to this festival because more is on offer so this means that ^{the} small village will become more popular and more well-known. This exposure will also lead to economy going up because ~~the~~ more there are people the more people there is to spend money in this small village. The money could be spent in a local shop which could cause the shop to need more employees if its a regular event as there will be many people there. Then the employees in the shop will get paid and will then go and spend it in another shop which then might need more employees itself because the employees from the first will be getting paid more and more of them will go purchase things from shops. This ~~exposure~~ will then be repeated and repeated and ⁱⁿ the time the ~~exposure~~ economy will grow and develop. This is known as the economic multiplier effect. *

The negative effects on the economy is that due to the village being small this festival could attract many people, so this could mean that there is too little space for a mass amount of people. ~~which could be~~ Another negative is that this festival could see a rise in crime rates, as there is an increase in the population size. Another negative is that the event will cost a bit of money as providing beer is not going to be cheap and also the rock bands will need paying, so any money they do make might be small, ~~broken~~ and also it will cost the economy as the money will go to these things and it could bring down the economy. Another negative is that this festival could make people forget why they were doing this so the event loses its heritage.

Conclusion:

In my opinion I believe that ^{on the economy} positive effects ~~will~~ weigh the negative effects on the economy because if people come to this festival there will be more people spending money in ~~shops~~ ^{shops which could cause a demand for more jobs. So jobs can be}

(Total for Question 9 = 8 marks)

TOTAL FOR PAPER = 50 MARKS ^{created}

*.
Another ^{positive} ~~point~~ is that due to the walks being lead by ~~workers~~ volunteers they do not need ~~paying~~ ^{so} the workers ~~do not~~ doesn't cost the economy any money.

This response is awarded marks for a clear and balanced evaluation considering advantages and disadvantages. Whilst some aspects are theoretical the majority are relevant and applied. A range of points are made with justifications. Higher level thinking skills are evident and the response is well deserving of the higher marks, Level 3 band, awarded 7 marks.

This response was awarded in the Level 1 band, 3 marks:

(8)
The advantages that this could bring would be there would be more people coming to the festival which means there would be more money for the organisation. However, the adults would be drinking and there would be little kids there as the events is for all abilities. Another advantage would be the people can choose from guided walks. This means people would have more varieties of what they want to do instead of having one activity. On the other hand, older people wouldn't be able to complete a three day as they won't be able to walk for three days. The other advantage would be there ^{are} camping places this would help because mums with little children can stay there instead of going home. However, the camping area needs to be completely safe incase vehicles are

moving about and the kids are running about this could be a huge risk. There would be rock bands, most of the people there would like it. The disadvantages would be they would have to organise and pay the bands ~~from~~ some money out of the one for the organisation.

Here the learner has applied their response to the scenario although very little is about economic effects. The presence of evaluation and application justifies a mark at the top of Level 1.

Summary

Based on their performance of this paper, learners should:

1. Study the specification to ensure all aspects that could be tested are known in particular key organisations within the sector and their roles and characteristics. The difference between products/services and roles. Also be familiar with the nature of interrelationships between organisations including advantages and disadvantages. Understand how to achieve sustainable tourism in a variety of different contexts and scenarios.
2. Know the language and all the content terms within the unit specification and be prepared to be tested on them.
3. Practise answering questions using past papers and mark schemes to gain familiarity with the style and structure of questions used and know what is required by the command words. Do not rely on mark scheme sample answers in the examination, question papers are carefully designed to vary each series.
4. In the examination, read each question carefully, preferably twice.
5. Observe the marks available and answer accordingly especially in multiple response questions worth two marks. For two marks such as 'explain one reason/way/advantage' the answer needs to contain two separate points – one point should identify or state the 'way', 'reason' or 'advantage' and the second point should contain a connecting statement that is a development of the first point and links the 'way' etc. to the scenario given.
6. Re-read answers back and then check it answers what the question has actually asked.
7. If a scenario is given use the information to answer the question to show application of understanding and knowledge.
8. Be prepared for and plan the response to the last question which will require a number of different aspects to be addressed, with reasoning, for higher marks to be awarded.

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