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# Examiners' Report/ Lead Examiner Feedback

June 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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## 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 (Distinction, Merit, Pass and Level 1 fallback). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the 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 should be 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 test 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 test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

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## Unit 1: The UK Travel and Tourism Sector 21474

June 2017

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	12	21	30	40



## **Introduction**

This report has been written by the Lead Examiner for the BTEC unit 1 - The UK Travel and Tourism Sector. It is designed to help you understand how learners performed overall in the exam. 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 qualification is now well established with this being the seventh examination series. It was pleasing to see continued improvements overall and evidence of centres accessing past papers, mark schemes and previous reports to help their learners prepare for the examination.

The most common issue reported each series is that some learners do not appear to be familiar with the language, key terms and concepts of the unit specification. These learners failed to gain marks for some of the questions that directly tested their knowledge of the unit content; in particular questions 1aii, 1aiii, 1bi, 1bii2aii - together these were worth seven marks. Understanding of roles, products, services as given in the unit specification in Topic B.1 was somewhat confused for many, who often wrote about aims in 2aii. Knowledge of the names of trade and professional bodies and organisations Topic B.2 was sometime lacking in 2bii. This reinforces the need for learners to have an in depth knowledge of the entire unit content terms as detailed in the specification.

Learners should also be prepared to answer questions on parts of the unit content that may not have been tested before as well as for different ways of testing content.

Instances of misreading the questions were fewer overall apart from Q2bii where a number of learners overlooked the requirement to relate their responses to Fantasy World and instead gave the customer perspective and failed to score. This was worth four marks.

Learners are also reminded to read all the question instructions carefully. It was unfortunate where there are two marks available on the multiple response questions (MRQ) 1ai and 2bi when many learners give one answer even though the instruction was clearly highlighted to indicate they should choose two.

As seen previously the concept of sustainable tourism and its principles was not well understood by many as seen in question 8. Also partnerships and corporate groups (5a and 7) continue to present a challenge although some improvements were reported.

In assisting with preparing learners for the examinations 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 are reminded of the need to read all questions with great care and to check that the response given answers the actual 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.

Most questions were attempted although some blank responses were seen.

It was pleasing to see that many learners knew how to plan, structure and present an evaluation. Evidence of planning responses was also seen on some scripts. Learners also need to be familiar with all possible command words used in the last question.

## Feedback on specific questions

Q1(a)(i)

### Targeted Specification Area: A.2 Types of Travel

This multiple response question (MRQ) was answered well by many who scored at least one mark for correctly identifying an example of specialist travel. Learners, at times, failed to answer the question correctly by only choosing one responses as opposed to two. Learners should be aware that the paper includes MRQs as well as perhaps the more common multiple choice questions (MCQ).

This response was given 2 marks:

1 One reason for specialist travel is dark tourism.

(a) (i) Identify **two** other reasons for specialist travel.

(2)

- A Holiday parks
- B Cultural heritage
- C Short breaks
- D Voluntary work
- E Day trips

Q1(a)(ii)

### Targeted Specification Area: A.2 Types of Travel

This question was answered well with most learners gaining full marks with the correct answer. However some learners either did not answer the question- this has been tested in previous papers and is in the specification- while other learners commonly answered 'visiting family and friends' which was incorrect.

This response was given 1 mark:

(ii) One reason for leisure travel is VFR.

What does VFR stand for?

(1)

visiting friends and  
relatives

This response was given 0 marks:

(ii) One reason for leisure travel is VFR.

What does VFR stand for?

(1)

Visiting family and Relatives.

Q1(a)(iii)

**Targeted Specification Area: A.2 Types of Travel**

This was quite well answered with most learners stating 'Conference' and gaining the mark available. Of concern again was the number of learners that could only guess the answer and did not score; this question was testing fundamental knowledge of the terms and language of the unit specification and should have been known.

This response was given 1 mark:

One reason for business travel is MICE.

- 'M' stands for meetings
- 'I' stands for incentives
- 'E' stands for events

(iii) What does the 'C' in MICE stand for?

(1)

Conference.

This response was given 0 marks:

One reason for business travel is MICE.

- 'M' stands for meetings
- 'I' stands for incentives
- 'E' stands for events

(iii) What does the 'C' in MICE stand for?

(1)

Conservation



Q1(b)(i) **Targeted Specification Area: B.2 Key Organisations in the Travel and Tourism Sector**

This was not well answered as learners seemed unfamiliar with the term. A significant proportion of responses appeared to be guesswork or did not attempt the question. The stem which acts as a prompt did not assist those who did not know what ancillary services are. These tended to offer different types of services such as 'rail service', 'hotel service', 'taxi service' and evidenced lack of knowledge of the specification terms and content. A large number of learners did not attempt the question. Where ancillary organisations were known many gained both marks largely for 'travel insurance' and 'car hire'.

This response was given 2 marks:

Airport services are one type of ancillary organisation.

(b) (i) Give two **other** types of ancillary organisation.

(2)

1 Car hire

2 Event bookings

This response was given 0 marks:

Airport services are one type of ancillary organisation.

(b) (i) Give two **other** types of ancillary organisation.

(2)

1 Railway Services

2 Sea Services

**Q1(b)(ii) Targeted Specification Area: B.2 Key Organisations in the Travel and Tourism Sector**

This question tested L1 recall knowledge but was unanswered by many learners as many blank answers were seen. Incorrect responses included 'tour operators' and 'travel agents'. The names of these organisations have been used on past papers and learners should access these to help them prepare for their exams. Some seemed unfamiliar with the language and suggested 'air hostess' interpreting the word 'body' literally.

This response was given 1 mark:

(ii) Name **one** trade/professional body within the travel and tourism sector.

(1)

ABTA

This response was given 0 marks:

(ii) Name **one** trade/professional body within the travel and tourism sector.

(1)

easyJet

**Q2(a)(ii) Targeted Specification Area: B.1 Industries-Visitor Attractions**

This question was not answered positively by learners. There continues to be confusion about the difference between roles, products and services. Examples are detailed in the unit specification and can be used to help learners gain an understanding of the difference. Incorrect responses included business aims such as 'make a profit' or 'bring people to the area'; others gave examples of theme parks. The language and terms used in the unit content are used in the question papers. Learners misunderstanding of the questions is why this questions was not answered correctly overall.

This response was given 2 marks:

One example of a purpose built visitor attraction is a theme park.

(ii) Give two **roles** of theme parks.

(2)

1. facilities, such as toilets?  
Events, people could dress up for the kids.
2. Restaurants to keep the customers  
happy/include entertainment.

This response was given 0 marks:

One example of a purpose built visitor attraction is a theme park.

(ii) Give two **roles** of theme parks.

(2)

1. To make money
2. For more people to come and  
visit.

Q2(b)(i) **Targeted Specification Area: C.1 The Role of Consumer Technology Website**

This question was answered positively and many learners gained one mark of the two available from this multiple response question about the uses of a customer website. 'Check in' was a frequent response that led to zero marks being given. As with previous questions learners only selected one response on this two response question.

This response was given 2 marks:

Fantasy World is a theme park.

(b) (i) Identify **two** ways that Fantasy World can use its customer website.

(2)

- A Reviews
- B Share database
- C Virtual tours
- D Infrastructure
- E Check in

This response was given 1 mark:

Fantasy World is a theme park.

(b) (i) Identify **two** ways that Fantasy World can use its customer website.

(2)

- A Reviews
- B Share database
- C Virtual tours
- D Infrastructure
- E Check in

### Q2(b)(ii) **Targeted Specification Area: C.1 The Role of Consumer Technology Online Booking**

This question appeared to be misunderstood by a high number of learners as it was not answered positively- learners also did not answer this question in a number of cases. Similar questions have appeared on past papers and through mock tests, learners should be familiar with them.

A high number of learners gave advantages to the customer and not the theme park. These responses have been seen previously and as a result learners lost marks. The focus of the question was emphasised through the use of emboldening key words. Learners should be reminded to read the question carefully and check back to make sure they have answered it.

Some responses came in the form of one word answers such as 'easier.' These failed to score as there was no context to indicate to the examiner that the learner understood the actual advantage to the Fantasy World theme park.

Learners could have gained full marks by giving responses that addressed issues such as 'saving the theme park costs in terms of fewer staff' and 'appealing to a younger audience'.

This response was given 0 marks.

(ii) Fantasy World has an online ticket booking service.

Give four **advantages** of an online ticket booking service for **Fantasy World**. (4)

1. easier to do online
2. quicker
3. gives you prices / facts before booking
- 4.

There is no context in this response, also the use of the word 'you' indicates the learner has approached this from the customer viewpoint and misread the question. Learners are reminded to answer the question and give precise responses.

This response was given 4 marks:

Give four **advantages** of an online ticket booking service for **Fantasy World**. (4)

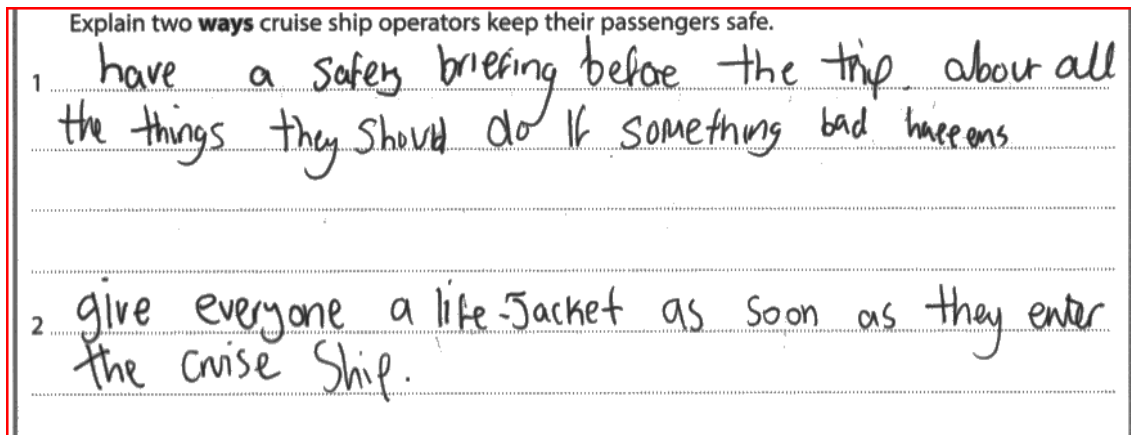
1. wouldn't need as many staff on offices etc.
2. would be easy for customers as its safer and would not lose it, therefore bring in more people
3. might appeal to a younger people, because it is new and update, bringing in new, non-repeat customers
4. New online booking will advertise better and bring in new visitors to the park.

The question has been read correctly and each advantage has some detail related to online ticket booking in the context of advantages for a theme park.

### Q3 Targeted Specification Area: B.1 Industries- Cruise Safety

Most learners wrote enthusiastically here and the question was answered well by most learners who gave a range of valid suggestions. It was attempted by the vast majority. However learners do need to be careful to apply their responses to the context in this paper - 'cruise ships' some wrote about seat belts and qualified drivers – perhaps from a previous mark scheme. Again it was unfortunate learners did not expand their responses and explain why or how passengers would be kept safe. Learners repeated the response 'so this will keep them safe' or gave vague 'if something bad happens'. Examiners were looking for an understanding of what dangers cruises face; popular correct responses related to passengers falling overboard, sinking ships and saving people from drowning.

This response was given 2 marks:



In this response the learner should have noticed with four marks available a command of explanation on the two points needed to be made for each way. Here appropriate 'ways' have been given but there is no valid development so marks are limited.

For full marks learners are required to give responses that detail/relate to being at sea/river – eg 'a safety briefing so that people know what to do if they need to evacuate the ship'

This response was given 4 marks:

Explain two **ways** cruise ship operators keep their passengers safe.

- 1 Provide safety boats for passengers so if the boat crashes the passengers can get to safe land
- 2 Provide life jackets so the passengers won't drown and can swim to shore.

Two valid ways are given with appropriate explanations related to the context.

#### **Q4 Targeted Specification Area: B.1 Industries- Accommodation Camping**

This question was answered well by learners who engaged positively and produced some considered responses. Common responses related to the fun, adventure, family time, outdoors, freedom and space that camping provided. Some really good explanations were seen. Where learners suggested it was cheap they gave detail of why it was cheap such as 'bring your own food' but failed to give an explanation linked to the suitability for families and did not gain all the marks available. Better responses explained that affordability made camping suitable as many families 'were on a budget' or 'they could have more holidays'.

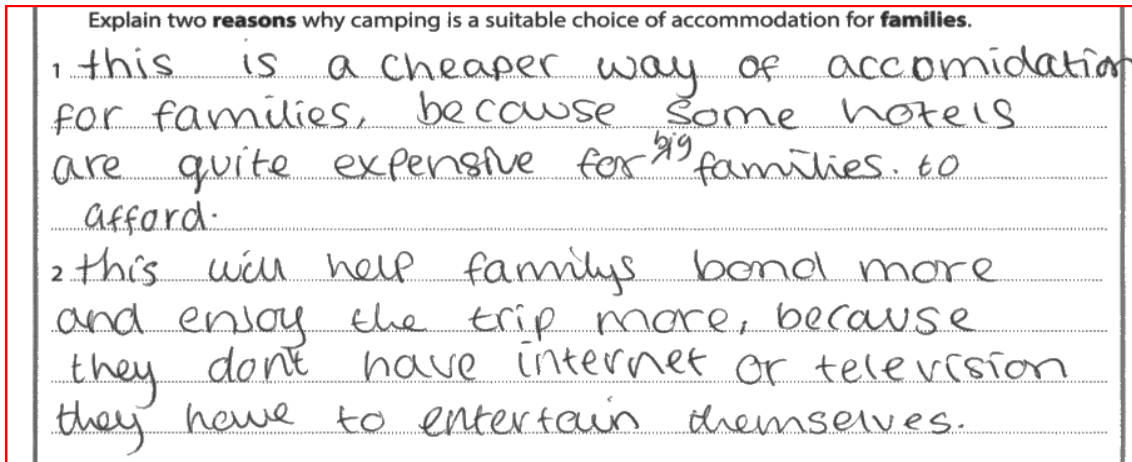
This response was given 2 marks:

Explain two **reasons** why camping is a suitable choice of accommodation for **families**.

- 1 camping is a suitable choice of accommodation for families because they could have more adventure time as a family.
- 2 it's cheap and inexpensive because all you have to pay for is the actual camping site.

The learner has not provided any specific explanation for either reason. The second reason should have had an explanation specific to families and camping.

This response was given 4 marks:



The learner has inserted the word 'big' into the first explanation and shows understanding of the issue. It is positive to see learners considering that camping would be a good way of bringing families together and 'bonding' was a popular response.

**Q5(a) Targeted Specification Area: B.4 Interrelationships between organisations.**

Questions relating to companies merging have been on previous papers however this question was misunderstood by many of the learners as to what happens when partnerships are formed.

Learners at this level do find business specific questions quite a challenge where there is a scenario and many have difficulty in applying what they have learnt. It is advisable that centres consider this moving forward.

In many of the response learners thought Castle Tours were moving to China. This led to learners assuming repsonses needed to address profit sharing, losing customers and making less money. Examiners also reported that many did not understand the difference between domestic and inbound in this context and again focused too much on the fact that the companies offered different services.

Responses that did gain marks included problems with language/different cultures; change the way it operates; loss of control; inflexibility and loss of customer choice/care. Misunderstandings continued to be seen where learners suggested 'profits need to be shared'.



This response was given 0 marks:

(a) Explain two **disadvantages** of becoming part of ABB Travel for **Castle Tours**. (4)

- 1 Only for chinese visitors.
- 2 might lose money.

This response was given 1 mark:

(a) Explain two **disadvantages** of becoming part of ABB Travel for **Castle Tours**. (4)

- 1 It could get to large for them to handle and could lose control over it
- 2 Not alot of people would want to use them and could lose customers.

The mark was awarded for the first disadvantage – the learner has not expanded on the response and there is no explanation.

**Q5b Targeted Specification Area: B.1 Industries- Tour Operators**

This answer was answered positively however learners often repeated the answer provided in the stem- 'day tours' or 'package holidays'. Common responses included providing a translator or information in Chinese.

There were few responses that suggested meet and greet although some did suggest 'pick up/drop off' showing some knowledge of coach holidays. Offering discounts alone did not gain marks, where discounts and deals related to the coach party size and dining experiences understanding would have allowed for mark to be given.

These responses were given 1 mark each:

(b) State two **services** that ABB Travel may offer its Chinese customers, **other** than tours and coach holidays. (2)

1 they may offer a translator so when they are on a bus tour it gets said in their language

(b) State two **services** that ABB Travel may offer its Chinese customers, **other** than tours and coach holidays. (2)

1 BOOK TICKETS

6(a) and 6(b) **Targeted Specification Area: A.4 Importance to the economy- Inbound Tourism**

Both data interpretation questions were answered positively with the majority of responses given full marks.

6 Use the data in the table to answer questions 6 (a) and (b).

**Inbound Tourism to the UK – Country of Origin and Total Visitor Spend**

Top 10 Source Markets	
	Spend (£m)
Australia	1,224
France	1,434
Germany	1,478
Irish Republic	870
Italy	922
Netherlands	701
Norway	548
Spain	1,082
Sweden	503
United States of America	2,944

(Source: International Passenger Survey 2014, Office for National Statistics)

This response was given 1 mark:

(a) Identify the country with the **lowest** total visitor spend.

(1)

Sweden with 503 million

This response was given 1 mark:

(b) Identify the total spend for visitors from **France**.

(1)

1,434

Q7

**Targeted Specification Area: B.4 Interrelationships Between Organisations**

This question was not answered as intended. Learners did not connect how the hotel's location near the airport with free parking and easy access would attract more customers/increase sales. Some suggested putting prices up, offering luxury items and did not use the information provided. Others wrote about deals and promotions. Where marks were gained it tended to be for ideas such as if the flight is cancelled or delayed customers can easily walk across and stay on hotel.

This response was given 0 marks:

Explain **one** way this commercial partnership can increase the sales and income for **AirPlus Hotel**.

They could have a shared website having discounts on flights, having self check in and have a adverts as well.

This response was given 2 marks::

Explain **one** way this commercial partnership can increase the sales and income for **AirPlus Hotel**.

Birmingham airport is linked to AirPlus Hotel & so because of that a lot more people will stay at the hotel for a night then go straight to the airport for there holiday increasing the revenue for both AirPlus hotel and Birmingham airport for being so close together

(Total for Question 7 = 2 marks)

In this response the learner has used the information provided and offered an explanation.

Q8

**Targeted Specification Area: A.3 Principals of Sustainable Tourism**

As seen in past series' questions relating to sustainability were not answered positively by learners this year. Whilst it was apparent learners have some knowledge of the benefits, the question related to the principles which many learners seemed less familiar with.

However this was the first year this type of question/knowledge has been tested and a high number of learners could not apply their knowledge to the scenario. Many rewrote the stem and said 'protecting the woods', other incorrect response wrote about recycling or else gave the definition. Although in a minority, some did score marks for responses about linking the community with the volunteers. Correct responses related to educating tourists but explanations were limited mainly 'about the culture'. Some learners showed a lack of knowledge when writing about 'gaining more profit'.

This response was given 1 mark:

Explain two **ways** Linton Woods Trust is meeting the principles of **sustainable tourism**.

1. it is creating jobs for kids and young adults as well as adults Boosting the economy
2. They keep the wildlife healthy and maintain the greenery causing no harm to the woodland

This responses was not particularly well written, credit was given here for an understanding of sustainable tourism having a low impact on the environment.

This response was given 2 marks:

Explain two **ways** Linton Woods Trust is meeting the principles of **sustainable tourism**.

1 Linton Woods trust maintains a historical woodland. ~~which means they are~~ Therefore they protect an ~~cultural~~ something cultural

2 It has over 30 volunteers which means that they Linton Woods Trust promotes links and positive relationship between locals and tourists

While this responses was not the strongest there is some understanding shown here in both responses and credit was given.

**Q9 Targeted Specification Area: B.1 Industries-Accommodation Hotel**

This question was not answered as highly as anticipated with many learners focusing on 'because they were cheap' responses- however this information was provided in the stem – most marks given did not go higher than two. It is expected that learners can draw upon their studies and knowledge of hotels including budget hotels. A few understood that budget hotels are now offering improved services and some gained marks for such explanations. Others linked the number of hotels around the country and the advantage of their 'being one nearby' to gain mark. Reputation and recognition were given by able learners who understood the importance of a reliable brand name and word of mouth recommendations. As before many learners did not expand on their reasons stated to offer an explanation linked to increased customers and so marks were limited.

This response was given 0 marks.

Explain two **reasons** why low-cost budget hotels such as Stay Inn have been successful in increasing their customer numbers.

- 1 They have been increasing because they are cheap and a lot of people just want to stay in a hotel that they can afford but hoping it is also nice.
- 2 Another reason is because a lot of families can't afford to stay in a nice expensive hotel so they would chose something like the Stay Inn.

This is a typical example where the learner has repeated suggestions all linked to being cheap.

This response was given 1 mark:

Explain two **reasons** why low-cost budget hotels such as Stay Inn have been successful in increasing their customer numbers.

- 1 Because there are more young people looking to go on cheap and affordable holidays they have to keep within a small budget when booking accomodation.
- 2 They have hotels at 700 locations so the 'stay inn' is very accessible all around the country.

Here the learner has picked up on the advantage of having so many around the country however has not made a link or connection as to why this would increase customer numbers.

#### Q10 **Targeted Specification Area: A.4 Importance to the Economy**

This question was reasonably well answered by many learners. Responses varied, some learners rewrote the stimulus and where there was no interpretation offered learners failed to score.

Some gave quite generic responses that did not refer to the scenario. Learners have knowledge of economic factors but could not apply this to the situation. Learners giving generic and or descriptive responses tended to gain marks within Level 1. Marks at this level were also awarded where learners simply suggested more tourists would bring in more money.

It was noted that some learners went through each row in the table and offered some evaluation of each point however they often did not consider the wider factors or bring their knowledge into their responses. Whilst some learners seemed confused by the scenario it was good to see however that many learners did engage with the scenario and wrote about how local accommodation providers would benefit, how the area would be promoted to an international audience leading to overseas visitors bringing money into the economy.

As seen in previous series some learners continue to write about non-economic factors on these types of questions – impacts on the environment and/or culture are not appropriate. Other popular responses showing some knowledge was that local people would not be able to travel to work and this could affect the local economy although many could not really say why. More able learners wrote about sustainability in terms of the event helping secure tourism in the area for the future.

It was positive to see many learners prepared for producing an evaluation and many organised their responses in terms of advantages, disadvantages and drawing conclusions.



This response was given 3 marks (Level 1):

Evaluate the effects of hosting international sporting events, such as the Tour de France 'Grand Depart', for local economies. (8)

The effects of hosting international sporting events, such as the Tour de France 'Grand Depart' for local economies are its long to prepare and local economies is affected because of the road closures. It also has loads of people coming into ~~the area~~ and the ~~area~~ businesses took long to coordinate for 'Grand Depart'.

However, it brought lots of money into the 'Grand Depart' and the place. But it hard hosting an event such as Tour de France because it ~~is~~ needs sponsors and have to pay the total cost of hosting as well, which is different to the main event.

This is a response provides little to no evaluation.

This response was given 5 marks (Level 2):

Evaluate the effects of hosting international sporting events, such as the Tour de France 'Grand Depart', for local economies.

(8)

~~The The effect of hosting an international sporting event,~~

~~such as~~

The effect of hosting an international sporting event in Yorkshire called "Grand Depart" will raise the local economic, by ~~organising an event~~ because people will be interested in watching an event or attending ~~the~~ the event as it is similar to "Tour de France". It will raise the eyes of media and newspaper, which is ~~a promoting~~ <sup>promoting</sup> the event. The Yorkshire data shows that in 2014 the total number of visitors that came to Yorkshire Dales was 3.7 million, an increase of 6% which generated £240 million pounds, and visitors

that came to the event 2014 said that they will return (94%).

Even if the ~~cost~~ council is spending a large amount of £30 million to host "Grand Depart", they will be able to get the ~~cost~~ money back as ~~previous~~ data shows that in 2015 "Tour de Yorkshire" estimated to have generated £50 million for the region, so Grand Depart can make a huge income as there have been similar events held there.

The Disadvantage about the event is the ~~amount~~ amount of time it took and money that is going towards it. It took two years to prepare and £30 million. Plus it will have tightened security and will be having to pay for temporary car park and camping sites and will be needing help from hundreds of volunteers.

I think that it will increase the local economy as visitors are coming to Yorkshire and spending money on services and goods, which is increasing the value of goods and services.

Here the learner has produced a well considered response that is applied to the scenario considers advantages, disadvantages and draws a conclusion.

## 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. Know the language used and difference between products/services and roles. Also be familiar with the nature of interrelationships between organisations including advantages and disadvantages of mergers, takeovers, corporate groups. Understand sustainable tourism its principles and benefits in a variety of different contexts and scenarios and how it can be achieved.
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.



Llywodraeth Cynulliad Cymru  
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