



January 2018

Level 2 BTEC First in Travel & Tourism

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

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January 2018

Publications Code 21474_1801_ER

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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.

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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 January 2018

Grade	Unclassified	Level 1 Pass	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 and 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.

Reports from past series have reinforced the need for learners to have an in-depth knowledge of the entire unit content terms as detailed in the specification. An improvement this series was evidenced with fewer instances of learners failing to score due to lack of familiarity with the language, key terms and concepts of the unit specification. The exception being in 3(a)(i) 'sources of funding' and 3(a)(ii) 'functions' of organisations did not seem to be understood by many, who failed to score.

Additionally there were still many instances of learners either misreading the questions or wrongly anticipating a different question. This was most evident in Q3 and Q6(a).

Where questions require an 'advantage' or 'disadvantage' it was noted this series that many gave the opposite and failed to score. For example in 7(a) where learners gave the advantage of online booking. Some learners also 'reversed' the question, for instance in 6(b) some learners suggested why the B&B was not suitable.

While there has been less occurrences than previous series it was unfortunate to see learners not able gain the two marks on the multiple response questions (MQR) Q1(a) and Q1(b) where many learners only identified one answer as opposed to the two responses required as per the instructions.

As seen previously the concept of commercial partnerships continue to present a challenge; however some improvements have been seen.

Centres are advised to help learners avoid stereotypes and assumptions, some of which were seen in 3(b) with references to 'older people not able to use technology' and 7(a) 'travel agents scamming you'.

Learners are also reminded that when a scenario is given they need to ensure that this is used in their responses. Examiners are looking for context and relevance to the given situation so marks are not awarded where learners provide generic, vague responses.

Introduction to the Overall Performance of the Unit

Overall most learners engaged well with the questions and improvements were seen. It is important to remind centres that when preparing learners for examinations the content of the question paper is driven by the specification and as a result it is important to deliver the content derived from the specification; notably the terms, concepts and language used throughout the unit 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 did not expand their responses sufficiently to gain the full marks available. To gain more mark in learner's needed to provide an explanation of a valid point made- as a result of this learners frequently gained only two of the possible four marks available.

Overall many learners wrote confident responses and fewer blank responses were seen this series as the majority of learners attempted all of the questions.

Learners need to be familiar with all possible command words used in the last question. This series the command was 'discuss' and it was apparent that the requirements were not well understood and many learners gave an evaluation. This did not necessarily hinder achievement as examiners were looking for application, relevance and depth of points made. It was pleasing to see that many learners made notes of points and 'gathered their thoughts' before attempting to answer this final question.

Individual Questions

Q1(a)

Targeted Specification Point: A2 Types of Travel

This multiple response question (MRQ) was well answered by the majority who scored two marks for correctly identifying reasons for leisure travel. As mentioned, some learners only identified one reason as opposed to the required two. Learners should be aware that the paper includes MRQs as well as perhaps the more common multiple choice questions (MCQ).

This is a response that was awarded 2 marks.

1 (a) Identify **two** reasons for leisure travel.

- A** Short break
- B** Special event
- C** Travel insurance
- D** Ground transport
- E** Mobile application

Q1(b)

Targeted Specification Point: A3 Principals of Sustainable Tourism

This multiple response question was well answered by many who scored at least one mark for correctly identifying a benefit of sustainable tourism. The most common loss of marks was that learners did not recognise 'protects culture' as a benefit and gave an incorrect alternative.

This is a response that was awarded 2 marks.

(b) Identify **two** benefits of sustainable tourism.

- A Reduces waste
- B Higher spenders
- C Protects culture
- D Increases adventure
- E Decreases sales

Q2

Overall this series of data style questions were answered well by the majority of the learners.

Q2(a)

Targeted Specification Point: A4 The Importance of Travel and Tourism

This was well answered by the majority who gained the mark for 2015 here.

This response was awarded 1 mark.

(a) State the year in which the fewest day trips were taken in England.

2015

Q2(b) **Targeted Specification Point: A4 The Importance of Travel and Tourism**

This was answered fairly well. However some learners incorrectly gave the number of trips taken in 2013 and perhaps did not make the connection between expenditure and 'spend'.

This response was awarded 1 mark.

(b) Identify the amount of expenditure on holiday trips in 2013.

- A** 46,024
- B** 44,918
- C** 10,463
- D** 1370

Q2(c) **Targeted Specification Point: A4 The Importance of Travel and Tourism**

This was well answered by the majority who gained the mark for identifying 2011.

This response was awarded 1 mark.

(c) Identify the year that England had the highest number of holiday trips.

- A** 2011
- B** 2012
- C** 2013
- D** 2014

Q2(d) **Targeted Specification Point: A4 The Importance of Travel and Tourism**

This was also answered well by the majority who chose 2012 and gained the mark.

This response was awarded 1 mark.

(d) Identify the year that England had the highest amount of expenditure on day trips.

A 2011

B 2012

C 2013

D 2014

Q3 (a) (i) **Targeted Specification Point: B3 Types of Organisations- Voluntary.**

This was answered reasonably well by many learners. Marks were gained most frequently for 'membership fees', 'donations' and 'grants'. Some creative suggestions were given for what could be sold and these also gained the mark.

Frequent mistakes were seen where learners did not seem to recognise the word 'source' and gave suggestions such as 'public', 'people', 'government' and showed a limited understanding of how voluntary organisations are funded.

This is an example of a response that did not score. Understanding is not evident. The response was awarded 0 marks.

(a) (i) State **two** sources of funding of voluntary organisations. (2)

1 Charity work

2 Government

This is an example that gained both marks available. The first response gained a mark for 'charge for services' and the second for 'money from sale of products'. This response showed a clear understanding of voluntary organisations.

This response was awarded 2 marks.

(a) (i) State **two** sources of funding of voluntary organisations. (2)

1. Allow people to purchase different tickets with different extra activities.
2. Allow people to buy food and snacks.

Q3(a)(ii) **Targeted Specification Point: B3 Types of Organisations-Voluntary.**

This question was not answered to a high level as learners appeared to misinterpret the requirements of the question or mis-read it. In some cases learner did not seem to know what the term 'function meant'.

Incorrect responses for this question included a wide range of voluntary work examples such as helping people/communities or suggestions such as 'protect and preserve'.

The most common correct responses were 'to educate' and 'to raise awareness'. Below is an example of a response where the learner has given examples of volunteering and charity work. Such responses would suggest a lack of familiarity with the term 'functions' although these are given in the unit specification.

This response was awarded 0 marks.

(ii) State **two** functions of voluntary organisations, other than raising money. (2)

1. By helping the environment with reducing waste and pollution to help the world.
2. To volunteer helping the poor / homeless to have somewhere to eat or stay.

This is an excellent example evidencing sound understanding. It was pleasing to see such responses showing knowledge beyond that contained in the unit specification.

This response was awarded 2 marks.

(ii) State **two** functions of voluntary organisations, other than raising money. (2)

1 to conserve and fight for their cause

2 to influence the government as a pressure group

Q3(b) **Targeted Specification Point: C1 The Role of Consumer Technology.**

This question generated a range of responses and was not answered particularly well.

Learners did not relate their responses to the scenario of Somerset Bird Trust nature reserve. As a result most responses failed to gain marks. As a scenario was given learners should recognise they need to develop or expand on their responses and apply them to the situation.

Incorrect responses included simple statements such as 'they might break' or 'they are expensive' and, as seen in past series, a range of customers who 'cannot use technology' such as 'those with hearing problems' or the 'elderly'.

It is hoped that teaching and learning can help remove some of the stereotyping seen as learners are losing marks due to unsupported responses.

Some learners did attempt to connect to the specific technology but with undeveloped reasoning and misunderstanding. The most common responses that gained marks were those that considered the limitations of an audio guide in this context so various suggestions related to 'not being able to ask questions' or 'interact' were seen; others recognised the voluntary organisation might have limited funding and expanded on issues with the costs of the technology- repairs and installation and or misuse of funds 'needed to help the wildlife in the reserve'.

This responses was awarded 0 marks. The responses are too vague, generic and there is no link to the scenario.

Explain **two** disadvantages of Somerset Bird Trust introducing audio guides for visitors to the nature reserve. (4)

1 Some people might not know how technology works.

2 The audio guides might not be useful.

This is an example showing more understanding of the question. The first response is appropriate and shows an understanding of voluntary organisations; 1 mark was awarded here for identifying the problem within the context in this scenario, however the learners appears to be confused in their explanation and lost a mark.

The second response also connects with the scenario and gained 1 mark for identifying the disadvantage of audio guides' not being suitable/spoil the ambience of the reserve'. The learner should have developed this idea and considered that it may deter people going to have gained the mark for a linked explanation.

This responses was awarded 2 marks.

Explain **two** disadvantages of Somerset Bird Trust introducing audio guides for visitors to the nature reserve. (4)

1 It will cost money for audio guides and there a voluntary organisation meaning the money they make goes to a charity. Less money would be made for ^{the} charity.

2 the nature reserve is a natural area and adding technology ~~would~~ may interfere with the natural area/culture.

Q4(a) **Targeted Specification Point: B1 Industries- Tourism Development**

This was a popular question that was answered well by most of learners. The most popular correct responses included 'brochures', 'maps' and 'books'.

Some learners did not seem familiar with the term 'literature' even though an example had been provided to assist; these learners often gave a range of examples of technology such as websites or touch screen. Tour guides did not gain any marks where it was not made clear whether it was a person or a piece of literature.

This example gained 1 mark for 'newspaper'. This was accepted as many regions produce 'Visitor' newspapers and magazines.

This responses was awarded 1 mark.

(a) Give **two** other examples of literature provided by tourist information centres. (2)

1 Websites

2 Newspaper

This responses was awarded 2 marks.

4 Tourist information centres provide literature for visitors.

One example of literature is a leaflet.

(a) Give **two** other examples of literature provided by tourist information centres.

(2)

- 1 Tour guide containing information about the organisation.
- 2 A map so visitors understand the layout of the organisation and don't get lost.

Q4(b) **Targeted Specification Point: A1 Types of Tourism- Inbound**

The question followed the theme of Question 4 and was testing L1 understanding of the types of tourism. This was the first time this aspect of the specification was tested in this manner and it was encouraging to see that the majority scored the mark available. Learners should be prepared for different question styles and alternative ways of testing knowledge and understanding.

The Northern Ireland Tourist Board encourages more people to visit Northern Ireland.

The Board is encouraging people from China to visit Northern Ireland.

(b) What type of tourism is this?

(1)

Inbound tourism.

Q4(c) **Targeted Specification Point: C1 The Role of Consumer Technology- Websites**

This was also a new style of question and it was pleasing to see that most learners gained at least one mark here. It was clear that learners had engaged well with the scenario and indeed many gave explanations that were not needed here as the command was 'give'. Marks were most commonly gained for responses relating to the website 'being easy to understand' and some learners gained the second mark by recognising this would 'give a good impression' or make them 'feel welcome'.

Learners that gained both marks recognised that the question related to customers and showed a high level of understanding. The most common incorrect responses referred to the NITB 'gaining more money' or 'more people going to visit Northern Ireland'.

Below is an example of a common response. The first response gains the mark for 'being able to understand'. The second response also quite common and refers to 'more people visiting/more money'. The focus of the question 'for customers' seems to have been lost by many learners or else they may not have been able to give another advantage for customers.

This response was awarded 1 mark.

Give **two** advantages of having foreign language options on websites for customers. (2)

- 1 The foreigners will understand what they are reading
- 2 This will incourage them more to come visit

This is a good response showing clear understanding of the question and required response. Here 1 mark was awarded for 'feel respected/welcome' and 1 for 'less errors'.

This response was awarded 2 marks.

Give **two** advantages of having foreign language options on websites for customers. (2)

- 1 makes them want to come they feel respected.
- 2 they won't get will what to do and won't get confused.

Q5(a) **Targeted Specification Point: B1 Industries- Passenger Transport**

This was fairly well answered by most who gained the mark. This was testing L1 knowledge of the specification. The most popular responses included 'food', 'hospitality', 'WiFi'. Where learners did not score, varied responses were seen including 'customer service', 'bus replacements' and 'first class'. As mentioned previously this is in the specification and should be known.

This response was awarded 1 mark.

5 One service that train companies provide is transport.

(a) Give **one** other service train companies provide.

(1)

food services

Q5(b) **Targeted Specification Point: B1 Industries- Passenger Transport**

This question was positively answered by the majority who gained at least one mark.

Where there was an understanding of passenger transport operations and specifically passenger safety many scored all four marks available. Common responses included 'locked doors', 'safety announcements', 'fire extinguishers', 'guards' and 'emergency buttons'.

It was apparent where some learners did not know about safety on trains but had seen mark schemes from previous papers and these often gave incorrect responses related to X-ray scanners, seat belts, hand rails.

This example response gained marks for 'guards' and 'fire extinguishers'.

This response was awarded 2 marks.

One way of keeping people safe is to have CCTV cameras in all carriages.

(b) Give **four** other ways train companies keep passengers safe. (4)

- 1 Guards
- 2 Extra seats
- 3 Space for passengers to move around
- 4 Fire extinguishers at all carriages in case of a fire

This is a response that gained full marks. The response was awarded 4 marks.

(b) Give **four** other ways train companies keep passengers safe. (4)

- 1 Regular checks by staff.
- 2 Not letting people on that usually cause problems on the train / too drunk
- 3 Have protocol for if something was to happen they can get emergency crews on board quick
- 4 Exits everywhere in case of fire

Q5(c)

Targeted Specification Point: B4

Interrelationships- Commercial Partnerships

This question was challenging and was not particularly well answered by the learners who sat the paper. However it was pleasing to see very few blank responses and that the majority did attempt the question.

Common reasons for low scoring responses included learners rewriting the stimulus, just repeating 'sales and income' or else not recognising the term 'commercial' in the context of a partnership and referring to adverts.

Some seemed unfamiliar with what a ferry was. Another common mistake was where responses lacked specificity and context. As mentioned in 3(b) where there is a scenario the examiners are looking for responses that are applied to that information. Here learners needed to use the names of the organisations and focus upon the requirements i.e. advantage for Fastrail – some gave vague responses where it was not apparent who 'they' were and generally did not score.

The most common responses gaining marks related to 'shared advertising'/'promotion' and the 'convenience' of integrated travel; whilst some learners were able to develop their responses and provide an explanation of the advantage these were in the minority. Overall there was an increased attempt to apply responses to the scenario which was encouraging.

This is an example that did not score any marks. In the first response the learner has shown some understanding of partnerships but has referred to shared resources; if the question had related to cost savings this would have been appropriate. The second response is unclear and not connected to the scenario, again the learner needed to be more specific in the response to show understanding.

This response was awarded 0 marks.

(c) Explain two ways this commercial partnership will increase sales and income for Fastrail. (4)

1. As ~~just~~ Rail and Goferry work together this means that they can share their resources and less money will be sent on ~~it~~ resources.

2. Also it makes the business less competitive which means they ~~to~~ can have a range of different customers this ~~plus~~ increases the income.

(Total for Question 5 = 9 marks)

The example below shows good understanding and application of the material. The first response was awarded 1 mark for identifying the way i.e. 'convenience of travel' although the explanation to say why this would increase sales and income is unclear. The second response gained 2 marks for identifying the way i.e. 'GoFerry advertising the partnership' and 1 mark for the linked explanation 'more customers for Fastrail as GoFerry's customers will use FastRail'

This responses was awarded 3 marks.

(c) Explain **two** ways this commercial partnership will increase sales and income for **Fastrail**.

(4)

- 1 it will increase sales and income because more people will be inclined to go by Fastrail as its quicker to get to your destinations
- 2 Fastrail could get more customers as go ferry will be advertising their new partnership which customers will see and will also want to use their service

Q6(a)
Accommodation

Targeted Specification Point: B1 Industries-

This question was a new way of testing basic knowledge and the question was answered reasonably well. Where scores were lower this was usually due to learners misreading the question. For instance, a number gave examples of other types of non-serviced accommodation 'chalets' or else wrote about the disadvantages of a caravan 'can't insure it'. The most popular responses related to 'having to cook for yourself' or 'having to clean'; it was pleasing to see some learners demonstrating a good level of understanding and related this disadvantage to the actual holiday – increased cost of food/meals; not as much fun etc.

This response was awarded 2 marks.

6 A caravan is an example of non-serviced accommodation.

(a) Give **two** disadvantages of non-serviced accommodation.

(2)

- 1 You have to clean and tidy ~~a~~ by yourself.
- 2 you have to ~~ea~~ buy cooking supplies and cook.

Q6(b) **Targeted Specification Point: B1 Industries- Accommodation**

This again was a new style of question that has not appeared before. It assessed whether learners could relate the advantages/disadvantages of different serviced accommodation types to a specific type of customer's needs.

Overall it was a popular question although learners lost marks due not being specific enough in their answers. Whilst many could suggest that being 'international' would make it more suitable few could say why; similarly having lots of rooms it was suggested there would be more availability which was not necessarily factually accurate.

Few learners realised there was likely to be a choice of room types. Overall this showed a lack of knowledge of the accommodation sector. Some responses were wholly subjective and made assumptions 'it will be cleaner/quieter/more professional' and had not learned about the rise of the boutique B&Bs now gaining 5 stars from VisitEngland. Learners should be aware of the range of accommodation providers for each type listed in the specification.

In this response the learner has used some of the information provided in terms of the number of rooms but both responses make assumptions about availability. The learner has not read the information carefully enough where it says that both establishments are available. The learner has not realised that suitability is about lone female/business person's needs matched with the 'services' offered by two types of 'serviced' accommodation providers.

This response was awarded 0 marks.

(b) Explain **two** reasons why the Bootik hotel is likely to be more suitable accommodation for Mary than Betty's B&B.

(4)

1 The B&B that belongs to Betty only has four rooms so it might be fully booked.

2 The Bootik hotel has 83 rooms so Mary is more likely going to be able to stay there.

This response is more apt at showing application and understanding of the question and specification. The first response gained 1 mark for the reason 'more room styles' but no explanation is given as to why this 'choice' would be suitable for Mary.

There is more than one idea here and the learner could alternatively have gained marks with some justification and development of why the 'facilities would be better'. The second response scored 1 mark for the reason 'can eat in the hotel'. However the explanation 'making it easier for her' did not gain marks as it is too vague.

This is a common issue with learners and more depth is needed to score such as 'she does not have to go out to find somewhere to eat/is on her own'. Potentially the learner could have gained 4 marks with some expansion and development of ideas linked to the scenario.

This response was awarded 2 marks.

(b) Explain **two** reasons why the BootiK hotel is likely to be more suitable accommodation for Mary than Betty's B&B.

(4)

1. There is more room styles to chose from to make it suitable for her needs. The facilities will be better.

2. There will probably be some where close or in the hotel for her to eat making it easier for her.

Q7(a)

Targeted Specification Point: B1 Industries- Travel Agent

This was not particularly well answered by the majority of learners. Frequent responses such as 'being cheaper online', 'get more deals online' did not answer the question and gave the advantages of online booking rather than providing details of the disadvantage of booking with a travel agent.

Learners frequently assumed that it will be cheaper online; this is not necessarily factually correct and thus cannot be award marks. Others wrote about general disadvantages such as 'having to go out' or 'having to wait' and suggesting 'quicker online'.

As a scenario had been provided learners were expected to apply their understanding to the given situation. Examiners were looking for evidence of an understanding of travel agent operations such as commission charges, possible restricted choice and the risk of paying more when booking in advance. Unfortunately examiners noted that a number of learners expressed a somewhat distorted, possibly misguided view of travel agents 'trying to sell you things you don't want' or 'scamming you'. Centres are encouraged to dispel such stereotypes.

In this example the response relates to the advantage of online booking; the learner has not actually answered the question.

This responses was awarded 0 marks.

(a) Explain **one** disadvantage of Pascal and Henry booking this holiday with their travel agent rather than online. (2)

online is ~~an~~ available 24/7 and easy and quick to book, it also ~~may be cheaper~~ finds the cheapest deals.

In the response below 1 mark was awarded for the disadvantage of limited choice/tied to specific companies and 1 mark for the explanation related to potential increased costs. It is also applied to the scenario.

This response was awarded 2 marks.

(a) Explain **one** disadvantage of Pascal and Henry booking this holiday with their travel agent rather than online. (2)

The travel agent might only give package deals with their corporation instead of what is cheaper, this could cost Pascal and Henry a fair amount of money

Q7(b) **Targeted Specification Point: B1 Industries- Travel Agent**

Learners engaged well with this scenario and answered the question reasonably well with many learners gaining at least two marks. Understanding of the advantages was evident and common correct responses related to 'saves time as the car will be waiting for them'; some learners also recognised that on such a short holiday they would not want to waste time looking for a car in Madrid. Overall a wide range of valid responses were seen.

The most common mistake seen was where learners gave the disadvantages of booking in Madrid and so did not provide a convincing understanding of the advantage of booking in advance with the travel agent. Some responses given were vague or generic such as 'cheaper and quicker' and 'less stressful'. Examiners were looking for context, relevance to the scenario and such responses did not score.

The response below was one such response. 1 mark was given for the notion of convenience given in the second response. Note the use of 'you'/'you're' showing the learner is not applying their response or has not read the question carefully enough.

The responses was awarded 1 mark.

(b) Explain **two** advantages **for Pascal and Henry** of booking car hire with their travel agent rather than booking it themselves in Madrid.

(4)

1. the travel agent would help you and give you advice about it.

2. you could also book it with the travel agent so you know what your doing when your there

This is an example of a high achieving response. The response is fully focused on the scenario throughout; there is an expansion of points showing clear understanding and ability.

This response was awarded 4 marks.

(b) Explain **two** advantages for **Pascal and Henry** of booking car hire with their travel agent rather than booking it themselves in Madrid.

(4)

1 An advantage of them booking car hire before they go is that they know they have a car waiting for them when they get to Madrid because if they travelled out there might not have been one guaranteed for when they arrive so that's why they have booked one in advance.

2 By them booking one before they go means they are saving money as the cost is most likely to change if they just turn up to a car hire in Madrid it would most likely be a lot more expensive.

**Q8
Tourism**

Targeted Specification Point: A4 Importance of Travel and

It was pleasing to see that the majority of learners used the information in the case study and were able to apply their answers to the situation. This question was answered well by most learners who demonstrated an understanding of the economic effects on the UK economy in relation to the third runway.

Some learners applied their responses to Heathrow and wrote about increased passengers, flights and income but missed the focus of the question and did not make the connection to the UK economy. As mentioned it was good to see that many learners had planned their responses and organised their thoughts.

Some learners knew how to present a discussion and organised their thoughts as a numbered list of different points. Most offered a conclusion.

A small proportion of learners provided some negative viewpoints including the impact on regional airports, whilst not necessarily entirely valid it showed they really had connected well with the scenario. As seen in previous series some learners continue to write about non-economic factors on these types of questions; on this question the third runway would impact on the environment and the local residents and so learners needed to develop this thought process to consider how this may have effects on the local/UK economy.

On the following pages there are examples of this question performed at each level.

This is an example of a response that was awarded 3 marks at Level 1:

8 Discuss the possible effects on the UK economy of building a third runway at London Heathrow Airport.

There are many effects on the UK economy the advantages are that building ~~a runway~~ another runway will allow more customers to be able to go to Heathrow meaning more money coming in also another advantage is that it will allow more jobs to be available for people without one however there are also disadvantages such as

the cost it will take a decent chunk of money to build

Here the learner has identified a few points but there is limited application so marks in Level 1 were awarded, as there is some relevance marks at the top of level 1 are appropriate.

This is an example of a response that was awarded 5 marks at Level 2:

8 Discuss the possible effects on the UK economy of building a third runway at London Heathrow Airport.

The effects on building a third run way to the U.K economy is that, it will cost millions and ~~it~~ might be too much for the UK to pay out. It may lead to destroying greenery, or houses so there is room to build it this would mean having to also pay more money to re-house people. It could also have positive effects such as more room for people to fly in and out of the country. May also lead to ~~to~~ planes being able to fly out to

destinations that they can not do so without the third run way, this would then make profit to the economy as customers will pay to fly out from the London Heathrow Airport to places where they can not get to at any other airport.

Here the learner has discussed a few points that are relevant to the effect of the third runway on the UK economy so Level 2 is appropriate.

This is an example of a response that was awarded 7 marks at Level 3:

8 Discuss the possible effects on the UK economy of building a third runway at London Heathrow Airport.

Building a third runway at London Heathrow Airport would have many effects on UK's economy.

Building a third runway requires lots of investment. It would have negative effect on economy because the cost of buying amount of land needed and building a runway is very expensive.

However, after being built runway might have a positive effect on UK's economy. Building runway would attract more airlines which would bring more customers. If there are more customers there is more money (income) for UK's economy.

Some might argue that building third runway isn't necessary and is too expensive to do. London Heathrow Airport is "almost" at full capacity, which means it can technically still accept more airlines/flights.

However, building a third runway would have positive effect on UK's economy. Building runway means Heathrow would be able to handle more than 75 million passengers. In fact it could handle more than 85 million

passengers which means not only more customers, not only more income for country, but increasing in GDP (gross domestic product) and earn back the title of being one of three busiest airports in the world.

Overall, I think building a third runway is efficient and would earn back more money than invested.

(Total for Question 8 = 8 marks)

Here a range of points are discussed in depth with application. Points the learner has considered are applied and relevant to the effects of the third runway on the UK economy.

Summary

Based on their performance of this paper, learners should:

1. Study the specification to ensure all aspects that could be tested are known including the terms used such as 'functions' of organisations. Also be familiar with the nature of interrelationships between organisations including advantages and disadvantages of commercial partnerships.
2. Know the language and all the content terms within the unit specification and be prepared to be tested on them.
3. Practice 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 for higher marks to be awarded. Know what the different command words 'evaluate' and 'discuss' require.

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