

L2 Lead Examiner Report 1801



January 2018

**Level 2 BTEC First in Travel &
Tourism**

**Unit 7: Travel and Tourism Business
Environments (21627E)**

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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 7: Travel and Tourism Business Environment 21627

January 2018

Grade Boundaries Unit	Max Mark	D	M	P	L1 P	U
21627 - Travel and Tourism Business Environments	50	41	30	19	8	0

Introduction

This report has been written by the Lead Examiner for the BTEC unit, Travel and Tourism Business Environments.

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.

Introduction to the Overall Performance of the Unit

This was the eighth examination series for Unit 7 Travel and Tourism Business Environments.

Often questions asked learners to explain two ways, but many learners limited the number of marks they could be awarded by only identifying the way without an explanation.

Learners generally struggled with knowing the different types of trends and the associated category such as economic trends, product/service trends and destination trends.

Learners also struggled with the advantages of large travel and tourism businesses.

Learners had a limited understanding of social attitudes towards ethical, cultural and environmental issues and tourism tax.

Generally throughout the paper learners tend to focus on the customer rather than the business. This was evident across several questions within the paper which resulted in learners not achieving the full range of marks available.

Question 9 proved to be a popular question for learners which allowed them to demonstrate their knowledge and understanding of trade shows. Although some learners focused their responses based on opportunities to the customer.

Individual Questions

Q1 (a) Targeted Specification Point: B.2 Transport trends

This question was not answered well by a percentage of the learners who sat the paper. Learners were asked to give one example of a transport trend other than environmentally friendly options. Many learners identified types of transport such as bus rather than identifying a trend.

This response was awarded 1 mark.

- 1 One transport trend is the growth of environmentally friendly options.**
(a) Give one other transport trend.

Cruises

Q1 (b) Targeted Specification Point: B.2 Seasonal trends

This was a multiple choice question worth one mark. Learners were asked to identify a seasonal trend. It was pleasing to see the majority of learners gained the mark for correctly identifying peak.

This response was awarded 1 mark.

- (b) Identify the term used to describe this seasonal trend.**

- A Off-peak**
- B Themed**
- C Niche**
- D Peak**

Q1 (c) Targeted Specification Point: B.2 Technological trends

Learners were asked to give one technological trend in the travel and tourism sector. Very few learners were able to gain the one mark available. The most popular correct response was social media.

This response was awarded 0 marks.

(c) Give **one** technological trend in the travel and tourism sector.

Self check in at airports.

This response was awarded 1 mark.

(c) Give **one** technological trend in the travel and tourism sector.

social media

Q1 (d) Targeted Specification Point: B.1 Economic trends

Learners were asked to give an economic trend in the travel and tourism sector other than currency exchange rate fluctuations. Very few learners were able to gain the one mark available. The most popular correct response was employment rates.

This response was awarded 1 mark.

One economic trend is currency exchange rate fluctuations.

(d) Give **one** other economic trend.

~~the~~ disposable income

Q2 (a) Targeted Specification Point: A.1 Types of business ownership - charitable

This was a multiple response question (MCQ) worth two marks. Learners were asked to identify two types of business ownership. It was pleasing the full two marks for correctly identifying partnership and franchise in the majority for responses.

This response was awarded 2 marks.

2 Farrow Trust is a charitable organisation.

(a) Identify *two* other types of business ownership.

- A** Environmental
- B** Partnership
- C** Cultural
- D** Heritage
- E** Franchise

Q2 (b) Targeted Specification Point: A.2 Types of business structure - Large

This question was not well answered by a high percentage of the learners who sat the paper. Learners were asked to give two advantages of a large business. A significant number of candidates scored 0 marks as they did not identify the correct responses. For those candidates that scored one mark, the most popular answer was 'being well known'.

Very few learners were able to score the full two marks available for this question.

This response was awarded 1 mark.

(b) Give **two** advantages of Farrow Trust being a large business.

(2)

1

They're likely to be known.

2

They have a large number of volunteers to keep it running.

Q2 (c) Targeted Specification Point: A.2 Types of business structure - staffing structure

This was a multiple choice question worth one mark. Learners were asked to identify one type of staffing structure. Many learners identified matrix as the correct response.

This response was awarded 1 mark.

(c) Identify **one** other type of staffing structure.

- A** National
- B** Matrix
- C** Enterprise
- D** Global

Q2 (d) Targeted Specification Point: A.2 Types of business structure - staffing structure

This question was not particularly well answered. Learners were asked to explain one disadvantage of a hierarchical staffing structure. A significant number of candidates scored 0 marks. For those candidates that scored one mark, the most popular answer was 'communication can be difficult'. Very few learners were able to score the full two marks available for this question.

This response was awarded 1 mark.

⁽²⁾
one disadvantage can be communication
can get lost and can be difficult.

This response was awarded 2 marks.

(2)

It can take a long time for ~~decisions~~
decisions to be made as it has ~~many~~
lots of layers of staff and managers.

Q2 (e) (i)
product development

Targeted Specification Point: A.3 Business functions -

Learners were asked to state two functions of a product development department. A significant number of candidates scored 0 marks. For those candidates that scored one mark, the most popular answer was 'develop new products'.

For those that were able to score the full two marks available for this question, the most popular response was 'develop new products' and 'pricing strategies'.

This response was awarded 2 marks.

Farrow Trust has a product development department.

(e) (i) State **two** functions of a product development department.

- (2)
- 1 They decide on the prices of products
 - 2 They make or adapt on new and old products.

Q2 (e) (ii)
customer services

Targeted Specification Point: A.3 Business functions -

Learners were asked to give two advantages for business organisations having a customer services department. A significant number of candidates scored 0 marks mainly due to providing advantages for the customer being able to use a customer service department, such as refunding a product.

For those candidates that scored one mark, the most popular answer was 'handling complaints'.

For those that were able to score the full two marks available for this question, the most popular response was 'handling complaints' and 'maintaining customer loyalty'.

This response was awarded 2 marks.

(ii) Give **two** advantages for business organisations of having a customer services department.

(2)

- 1 If the customer has a complaint they can go to the business customer service and try and solve it.
- 2 customers can give feedback back to the business, to see if the product is right and making money to the business.

This response was awarded 0 marks.

One other department of business organisations is customer services.

(ii) Give **two** advantages for business organisations of having a customer services department.

(2)

- 1 people can get advice from customer service or a information they need to know.
- 2 customer service may provide what you want / need for you.

Q2 (f)
external services

Targeted Specification Point: A.3 Business functions -

Learners were asked to give two types of external services used by business organisations. A significant number of candidates scored 0 marks as they did not correctly identify external services. Several candidates scoring 0 marks detailed internal services as their response.

For those candidates that scored one mark, the most popular answer was 'advertising and promotion'. For those that were able to score the full two marks available for this question, the most popular response was 'advertising and promotion' and 'market research'.

This response was awarded 2 marks.

(f) Give **two** types of external service used by business organisations.

(2)

1 Accounting and administration

2 Consultancy

This response was awarded 0 marks.

(f) Give **two** types of external service used by business organisations,

1 product development department

2 HR department.

Q3 (a) (i)
economic trends

Targeted Specification Point: B.2 Demographic/socio-economic trends

This question was not well answered by several learners. Learners were asked to describe one product/service offered by the travel and tourism sector for the cost-conscious family market.

A significant number of candidates scored 0 marks. Candidates misunderstood the question with responses such as offering free child places, staying for less nights/staying in the UK. These candidates seemed to be thinking of different ways that a holiday could be cheaper from the customers perspective.

For those candidates that scored one mark, the most popular answer was 'all inclusive holidays'. For those that were able to score the full two marks available for this question, the most popular response was 'all inclusive holidays making holidays more affordable for families'.

This response was awarded 1 mark.

3 (a) The growth of the cost conscious family market is a demographic and socio-economic trend.

(i) Describe **one product/service offered by the travel and tourism sector for the **cost-conscious family market**.**

(2)

Holiday packages that are discounted for
just families. For example, families would save money
by booking a package (includes a flight, accommodation and
food). Which means they will save money by not booking
each thing seperately.

Q3 (a) (ii)
economic trends

Targeted Specification Point: B.2 Demographic/socio-economic trends

Learners were asked to give a demographic and socio-economic trend other than the cost-conscious family market. Very few learners were able to gain the one mark available due to a limited understanding of the type of trends and their associated categories.

The most popular correct response was increasingly ageing population.

This response was awarded 0 marks.

(ii) Give **one** other demographic and socio-economic trend.

(1)

~~off peate~~ Dark Tourism

Q3 (b)

Targeted Specification Point: B.2 Cultural trends

This question was not well answered by a high percentage of learners who sat the paper. Learners were asked to describe one product/service developed in response to media influences. A high number of candidates scored 0 marks due to a limited understanding of media influences. Many responses scoring 0 marks were in relation to social media and online forums.

For the few learners that achieved one mark the most popular answer was 'visiting locations made famous'. For the learners that were able to score the full two marks available for this question, the most popular response was 'going on a tour of a location made famous by a film'.

This response was awarded 2 marks.

One cultural trend is media influences.

(b) Describe **one** product/service developed in response to **media influences**.

(2)

Trips to New Zealand saw a rise after the 'Lord of the Rings' film series, as locations from the oceanian country looked too good for viewers to not visit. It also meant special tours, HIRPs and deals were introduced to embrace the positive effect the films had on the industry.

Q4 (a) Targeted Specification Point: B.3 Domestic/International visitor numbers

This was a multiple choice question worth one mark. Learners were asked to identify the year Birmingham Airport received the lowest number of passengers. The vast majority identified 2000 as the correct response.

This response was awarded 1 mark.

(a) Identify the year when Birmingham Airport received the lowest number of passengers.

- A 2000
- B 2003
- C 2009
- D 2011

Q4 (b) Target Specification Point: B.3 Domestic/International visitor numbers

Learners were asked which year Birmingham Airport received the highest number of passengers. The vast majority stated 2015 as the correct response.

This response was awarded 1 mark.

(b) In which year did Birmingham Airport receive the highest number of passengers?

(1)

Birmingham airport received the highest number of passengers in 2015

Q5

Targeted Specification Point: C.2 Social attitudes

Question 5 asked learners to explain two ways UK tour operators can respond to social attitudes towards ethical, cultural and environmental issues. Unfortunately, few learners could explain two ways UK tour operators could respond and a high percentage of learners failed to pick up marks on this question.

Learners need a firmer understanding of social attitudes towards ethical, cultural and environmental issues and how a variety of travel and tourism business respond to these.

Below is an example of a response that was expected. The learner has provided a valid way of staying in eco-friendly hotels/apartments but there is no explanation in the first response, one mark. In the second response, the learner has provided a valid way and explanation by identifying that tour operators can advise customers to eat in local restaurants to support the local people.

This response was awarded 3 marks.

1 one way that tour operators could do this would be by advising customers to stay in eco-friendly hotels/apartments which contain equipment that protects the environment

2 Another way they could do this would be by advising customers to eat in local restaurants that serve food of their culture to support the local people

Below is an example of a common response seen across the all responses wherein learners failed to correctly identify ways tour operators could respond. The learner has not provided a valid way and explanation in the first response 0 marks.

In the second response, the learner has provided a valid way and explanation by identifying that tour operators can work with the local community employing local people and buying products from local businesses, two marks.

This response was awarded 2 marks.

- 1 They can decrease carbon footprint emission they create and work with organisations that do same. They can do that through planting plants/trees, using solar panels, recycling and reducing wastes.
- 2 B They can work with local community; employ local people and buy products (e.g. food) from local businesses.

Q6

Targeted Specification Point: C.2 Threat - external costs

For this question learners were asked to explain two ways Tallow Trains can continue to offer a free food services whilst maintaining profitability. A high number of learners were unable to score a mark, with few learners achieving the available four marks.

Many responses scoring 0 marks focused on the price of train tickets and Tallow Trains increasing the cost of these. Some responses scoring 0 marks focused on charging passengers for food. Learners need to have a firmer understanding of external costs and how travel and tourism businesses respond to this change.

In the response the learner has not provided a valid disadvantage and explanation in the first response. In the second response, the learner has provided a valid way and explanation by identifying that reducing food portions means not paying out money food stocks, two marks.

This response was awarded 2 marks.

1. They can increase the cost of the first class ticket.

2. Reduce the food portion sizes! (AND) so they aren't losing out on money (by paying for food stock)

In this response the learner has not provided a valid disadvantage and explanation in the first response. In the second response, the learner has provided a valid way of increasing the length of the journey before serving hot food, the learner has not provided an explanation, one mark.

This response was awarded 1 mark.

1. They can take the money spent on snacks and add it to the money spent on food.
2. They could provide hot meals on journeys that last over 3 hours for first class passengers to maintain profitability.

Q7

Targeted Specification Point: C.2 Threat - Taxation

For this questions learners were asked to explain two treats of a tourist tax to UK tour operators. A significant number of learners were unable to score a mark, with few learners able to score the available four marks. There was evidence of limited understanding of a tourism tax with many learners referring to tax that is paid from wages.

Other low scoring responses related to businesses closing, staff being made redundant which again demonstrated a poor understanding of this aspect of the specification. Learners need to have a firm understanding of travel and tourism business can respond to threats in a positive way. Learners tend to assume a threat to a business will result in closure.

In this response the learner has provided a valid threat of customers may not want to spend more but no explanation in the first response, one mark was awarded for this. In the second response, the learner has not provided a valid threat but has provided an explanation by identifying that the tour operator could lose business, one mark was awarded for this.

This response was awarded 2 marks:

1. people may not book holidays to the Balearic Islands because they have already payed alot of money for the holiday and may not want to spend more.
2. If a tour operator specialises in holidays to the Balearic Islands may lose business and have to shut down.

In this response the learner has not provided a valid threat and explanation in the first response, 0 marks. In the second response, the learner has provided a valid threat and explanation by identifying that people will not be willing to pay tourist tax meaning tour operators may lose business, two marks.

This response was awarded 2 marks.

1. That people with not much money to spend
won't be able to afford tourist tax on top of
their flights, hotel and any ~~extra~~ ~~cost~~
extras they may be paying for.
2. Tour operators may lose business for it as
people will not be willing to pay tourist tax
on top of everything ~~else~~ else. They may even have
to cancel flights their.

Q8 (a)
development

Targeted Specification Point: C.3 Opportunities for business

For this questions learners were asked to explain one way a hotel chain could use an app to enhance customer experience. A significant number of learners were able to gain one mark, with some gaining the full two marks.

In this response the learner has identified a way of having a booking section, but they have not provided an explanation, one mark.

This response was awarded 1 mark.

They could have a booking section for food, bars, spas etc. so customers dont have to go through with phoning etc.

This this response the learner has identified a way of having loyalty memberships through a points system, to give customers discounts on points earned, two marks.

This response was awarded 2 marks.

Loyalty memberships, a points system to draw more customers in allowing them to be given discounts on certain things over a certain amount of points.

Q8 (b) Targeted Specification Point: C.3 Opportunities for business development

For this question learners were asked to explain two disadvantages for one business buying another business. A significant number of learners were unable to score a mark with few learners able to achieve the available four marks. Learners need a firmer understanding of the changing the structure of travel and tourism businesses. Learners tended to focus responses on both businesses closing due to a lack of funds and making staff redundant due to having two hotels. These types of responses highlighted a limited understanding of this aspect of the specification.

Many learners failed to provide an explanation of the identified disadvantage which limited marks awarded. Improved exam technique is needed to support learners in being able to provide an explanation.

In this response the learner has identified a disadvantage of the uncertainty of the brand but has not provided an explanation in the first response, 1 mark. In the second response, the learner has identified a disadvantage and explanation by identifying that customer service might not be as good due to the companies being too large to control, two marks.

This response was awarded 3 marks.

- 1 Yardo is a luxury hotel and Spencer Inn is a budget, there could be confusion as to what the product / service is that they are selling.
- 2 Customer service might not be as good because the companies will be too large to control.

In this response the learner has identified a disadvantage of size of operation but has not provided an explanation in the first response, one mark. In the second response, the learner has identified a disadvantage of time and money needed for new training but has not provided an explanation, one mark.

This response was awarded 2 marks.

1. Doubled number of hotels may be too large for Vardo to operate; size of operation issue. It could result in failure.

2. Vardo and Spencer Inn aim at different customer markets, Vardo could have problem with ~~right~~ appealing to new customers or would have to spend a lot of money ^{and time} for new trainings, market research and planning to manage new company.

Q9
business development

Targeted Specification Point: C.3 Opportunities for

This question allowed learners to demonstrate their knowledge and understanding of trade shows and the opportunities they provide for travel and tourism businesses.

Learners generally understood the scenario and were able to understand the opportunities trade shows can provide.

The less able learners tended to identify opportunities trade shows provided to customers. These learners struggled to discuss key points in depth.

Several learners discussed opportunities such as networking, promoting brand awareness, monitoring competition, host city/businesses receiving an increase in sales due to overnight stays and secondary spend.

Some of the more able learners were able to recognise that trade shows could provide opportunities such as forming a partnership with other businesses, collecting data from market research and advertising opportunities.

Learners need to focus their responses more towards travel and tourism businesses and less on the customer. This will allow their responses to be more detailed and will provide a platform for more points to be discussed.

Below is an example of a response that was awarded 2 marks at Level 1. The learner has identified a few points but has been unable to discuss them in detail and as a result marks were awarded at the midpoint of Level 1. Some points identified were repeated which again limited the marks awarded.

Discuss the opportunities this event could provide for UK travel and tourism businesses.

(8)

As the expedition is being held in the UK this is where the main focus is therefore more people could be interested about the British Exhibitors. More people are coming each year from many different countries. Depending on where the Expedition is taking place there could be an impact in that area of where all the people are staying/ located. Lots of business people will want to stay in nicer locations with nice hotels and scenery. This will ^{effect} ~~event~~ the local economy in a positive way.

The visitors that have been to the event have ~~seen~~ ^{learned} a lead about the best tour operators in the area, the best mode of transport around which might also be the more pricier options, but also they advertise visitor attraction in the area/country. If it is promoted well then these businesses will be impacted in a positive way.

The exhibitors ~~may~~ also provide information about hotels. Most likely ranging from cheap

B & B's to expensive 5 star hotels.

Giving giving guests a wide range of choice and opinion.

In my decision having the ~~Ex~~ Exhibit
in the UK has effected ^{then} ~~an~~ ~~a~~ ~~pass~~

the different types of businesses positively.

Making a positive impression to the UK.

Below is an example of a response that was awarded 5 marks at Level 2. The learner has identified a range of points and discussed some in detail. Most of the points are applied and relevant to the business opportunities a trade show can provide.

This event could attract people who want to work for the travel and tourism sector for example job offerings of a tour operator.

Not only is it for people who want to work in that sector but companies also look to have a partnership with other companies because they want to expand their business.

The other opportunities is that it could attract customers that are looking for a holiday and could have special deals to attract them. At these type of events they could do fun activities from the business to attract customers such as a raffle which would then make the customers feel apart and more reliable with that particular company.

Tourist boards would be there to possibly give advice to people who need it as it will be a lot easier than speaking on the phone because you know that it will be less time consuming as you don't have to wait.

People who give the information out will most likely convince customers because the workers will provide a good service.

Overall this is a good event to help businesses and to give advice and have the customers get to know the business better and feel more apart of it.

Below is an example of a response that was awarded 6 marks at Level 2. The learner has identified a range of points and discussed some in detail. For this response to move to Level 3, a wider range of points need to be discussed with a clear application to the business opportunities the event could provide for UK Travel and Tourism businesses.

Sphere could provide travel and tourism organisations in the UK with enough publicity and acknowledgement that businesses will increase their profitability and give themselves a good image appeal and reputation.

Sphere will encourage visitors through a variety of external services such as customer feedback through surveys and questionnaires, product development (internal). Sphere's annual turnover will be large, therefore, more products will be acquired and businesses will be able to pay for costly external services such as advertising and promotion/product development.

Another advantage of sphere is that it's a multi-national organisation and many participants involved makes it able continually grow in profit. This advantage makes selling for consumers a fast and easy process as many visitors travelling from overseas.

business or miscellaneous will want to purchase / invest in the exhibitors because of their popularity and profit margin.

In conclusion, I think that Sphere is a great chance for businesses from around the globe to come together at this trade event for a chance to gain knowledge of their competitors ideas and understand what they can do to improve their ~~sub~~ Business and gain more consumers.

Summary

Based on their performance of this paper, learners should:

- Know the language and all the content terms within the unit specification and be prepared to be tested on them in the examination.
- Study the specification to ensure all aspects that could be tested are known, such as types of business structure, the changing structure of a business, business functions, and trends in the travel and tourism sector.
- 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.
- In the examination, read each question carefully, preferably twice.
- Observe the marks available and answer accordingly. 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.
- If two explanations are required and four marks available, two marks will be awarded for the first response and the other two will be awarded for the second response. So if only one response is made then two of the marks allocated for the question will be lost.
- Re-read answers back and then check it answers what the question has actually asked.
- If a scenario is given use the information to answer the question to show application of understanding and knowledge.
- Check the examples provided in the stem of the question to ensure these are not used as one of the answers provided by the learner.
- Check who the given disadvantages and advantages should be aimed at. Is it the customer or the organisation described in the stem of the question?
- 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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