L2 Lead Examiner Report 1801





January 2018

Level 2 BTEC First in Travel 7 Tourism

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

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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 7: Travel and Tourism Business Environment 21627 January 2018

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

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.



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.

- (b) Identify the term used to describe this seasonal trend.
 - A Off-peak
 - B Themed
 - C Niche

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.



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

 - 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.

(b) Give two advantages of Farrow Trust being a large business.	(2)
1	
They're likely to be known.	
0 0	
2	
They have a large number of voulters to keep	4
muning.	
()	

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.



(2)
It can take valong time for desicours
desisions to be made as it has many
Lots of layer of staff and managers.
Q2 (e) (i) Targeted Specification Point: A.3 Business functions - product development
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 some it.

2 Customers can give sealback back to the business to see if the product is right and

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 I need for you.

Q2 (f) Targeted Specification Point: A.3 Business functions - external services

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'.

(f) Give two types of external service used by business organisations.	(2)
1 Accounting and administration	(2)
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) Targeted Specification Point: B.2 Demographic/socioeconomic 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 socioeconomic trend.
 - Describe one product/service offered by the travel and tourism sector for the cost-conscious family market.

Howaldy packages that are descounted for Just families For example, families would save morey by booking a package (includes a freght, accommodation and food). Which means they will save morey by not booking each then separately.

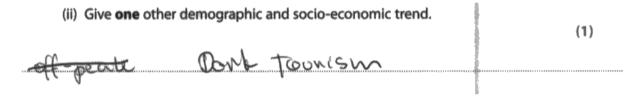
(2)

Q3 (a) (ii) Targeted Specification Point: B.2 Demographic/socioeconomic 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.



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'.

One cultural trend is media influences.
(b) Describe one product/service developed in response to media influences.
(2)
TGPS to New Zealand Sow a rise agree the Earl of the Rings
So silm series, as bocations from the oceanian country booked
to a good for viewels to not visit. It also meant specials towns,
HIPS and bed's were introduced to embrace the Positive effect the
films had on the industry.
7

Targeted Specification Point: B.3 Domestic/International Q4 (a) 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.
 - \times 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? Birmingham airport received the highest huser number of passengers in 2015

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.

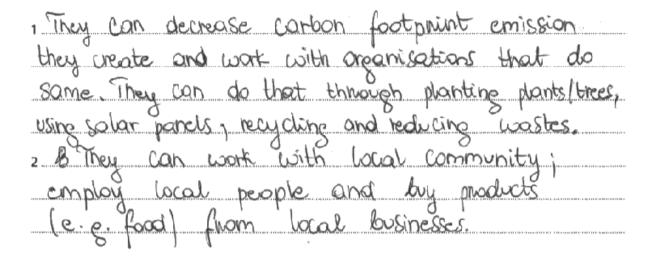
This response was awarded 3 marks.

Q5

1 One way that tour operators could do
this would be by advising customers
to stay in eco-freenally hotels lapartments which
contain equipment that protects the environment
2 Another way they could do this about
would be by adulsing customers to eat in
local restraints that serve food of their cuture
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.



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.

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cost	of t	re f	Prst	CLASS	ticker	- +
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				-44 114-1801-40-111-114-1-01-111-114-18	11-441 116-11001-945-555 - 156-1795-455 166-1705-	.40-10 11
2 redu	oe tr	e c	200A	0	<u>م</u>	
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no Pro	7	000	4 00-	10		

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.

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	1		burrend			
			hours':	· ·		
	Class bo	sterding to	nontair	n pofital	1644	

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:

Q7

people may not book holidays to the Balearic Islands because
they have already payed alot of
they have already payed alot of money for the holiday and may not want to spend more. Specialises in
2 to a toor operator Specialises In
holidays to the Baleanc Islands
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.

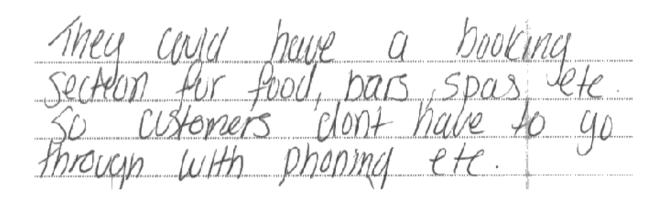
1 That people with not much money to sper	nd
went be able to afford tamse tax on top of	
their fugues hover and any eru er	
exercis they may be paying for.	
2 tour operators may loose business for it as	
People will not be willing to pay tamist tax	
on tep of everything esse. They may even now	
La councie jugges their.	

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

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.



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.

Loyality memberships, a points &	stem to draw
use witones in allowing them	
discounts on cortain buigh over	•
*	
amount of points.	MINI 18************************************

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.

1	Vard		a h	TUTY		note!	and	
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+	nat	they	arl	SE	111	ng.		4.4111111
		omer						
0	e	as	9000	be	ca	USC	Ine	
	omp	anies	will	b	6	100	large	
	*	Contro						

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.

1 Doubled	number	of hotel	s may	be	too	large	ir canada anas eti c
for Var	do to o	Operate;	Size	of	openal	tion :	SSUC.
1	result	' ^ '					
		1					
2 Yardo	and Coan	cain lan	nia at	- At 12	- Lucai	Coact-r	Ola.
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appea lin	a lot	of mone	and targe	hew	thai	nines r	b 1181 - 41 - 44 - 181
market		and pl	1			() [
an an ant an attended an air attended att an ann	HE TO THE RESERVE OF THE PROPERTY OF THE PROPE	u-m-a llille minishen mannelede	5		8	1 1 1 1 1 1 1	J

Q9 Targeted Specification Point: C.3 Opportunities for business development

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.

As the expedition is being need in the uk

This is unere the main focus is thorefore

thore people courd be interested about the

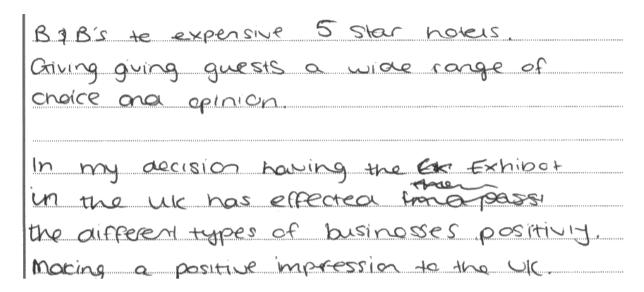
British Exhibitors. More people are coming
each year from many different countries.

Depending on where the Expedition is taking
place there cause bean impact in that
area of where all the people are staying/
located. Lot's of business people will wants

the stay in nicer locations with nice
hole is no scenary this will start the

the visitors their have been to the exi evil event have seen a read about the best teur operators in the orea, the best mode of transport anound which might oilso be the more pricier aptrons, but also they advertise visiter attraction in the area/country of it is premated well them those businesses will be impacted in a positive way.

The exhibitors we also provide information about heres Most viviery ranging from cheap



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 work to work in that Sector but companies also look to have a partnership With other Companies because they want to expand their by isness. The other apportunities on 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 activites from the buisness to attract Customers such as a raffel which would then make the Customers peel apart and more reliable with that particular Campany, Tourist boards would be there to possibly give advice to people who need (+ 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 want. People who give the information out will nest likely Costume Costumers because the workers uill Provide a good , Service.

Overall this is a good event to help buisnesses and to give advice and have the Costoners get to know the buisness better and fell 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 toursm organisations in the UK with enough
a state of the same and a same and the old
publicity and acknowledgement that
Businesses will increase their profit-
ability and give themselves a good
image appeal and reputation
Sonbre will encourage visitors through
a variety of external services such
as customer feedback through
surreus and questionneures product development (internal) Sphere's annual
development (internal) Spheres annual
turnover will be learge, therefore more
products will be agrified 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
ncontrhumally grow un profit. This
advantage makes selling for consumers
a tost ounce cool process as mount
visitors travelling from overseas,

pusiness or muscalleneous will want to
purchase / invest in the exhibitors
because of their popularity and
profit margun.
in conclusion, I think that Sphere
is a great chance for businesses
from around the ajobe to come
together at thus track event for a
eleance to gain knowledge of their
competitors vicleus and understand
what they can do to improve their
cust Business and gour 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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