

L2 Lead Examiner Re- port 1806



June 2018

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

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

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June 2018

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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 fall back).

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 wouldn't take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Unit 1: The Travel and Tourism Sector

June 2018

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

Introduction

This report has been written to help you understand how learners have performed overall in the exam. For each question there is a brief analysis of learner responses. You will also find examples of learner responses to the questions both well and poorly answered. These should help to provide additional guidance.

We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

This is the ninth paper taken by learners for this unit 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.

Overall performance on this paper showed progression and improvement. One improvement this series was evidenced with far fewer blank responses than in the past and the majority of learners attempting to answer all the questions. There were still instances of learners failing to score due to lack of familiarity with the language, key terms and concepts of the unit specification. This was seen mainly in 3a 'ancillary services/airport parking'; 3b 'independent travel agent'; 3c 'role of ABTA'; 5a 'incentive travel' 6b 'services provided by visitor attractions'. Scores and responses to these questions would suggest many learners were unfamiliar or did not understand the terms. Learners should have an in depth knowledge of the entire unit content terms as detailed in the specification. Also they should be aware that all the unit content will be tested over the lifetime of the qualification.

Another improvement this series was fewer instances of learners reading the question incorrectly and not answering the question. Many learners showed improved exam technique by underlining key instructions and commands of questions on the question paper and also making notes especially for Q8 where many noted advantages and disadvantages before attempting the evaluation.

As seen previously the concept of interrelationships, on this paper mergers, continue to present a challenge for these learners. Learners are encouraged to access real life examples of such business activities, for instance through research into the historical background and growth of a major tour operator – most provide these on their websites. This information can help them understand how travel and tourism businesses can expand and diversify into new markets through acquisitions and takeovers of smaller operators and why the brand names of businesses bought are often kept.

When marking we are looking for context and relevance to the stimulus or scenario provided, so marks are not awarded where learners provide generic, vague responses as seen in Q4, Q5b, Q7ai, Q7aii, Q7b and Q8. Learners are reminded that when a scenario is given they need to ensure that this is used in their responses. Referring back to the names used or the situation, location can help learners to start to apply their responses.

Learners also need to familiarise themselves with all possible command words used across the question paper. On the more complex questions with the command 'explain' many learners did not expand their responses sufficiently to provide an explanation of a valid point made, and frequently only gained two of the possible four marks available.

Explain is often used with regards to advantages, disadvantages, ways and reasons. Learners should be aware that they need to identify the advantage, disadvantage, way and reason for the first mark and then develop their response with an explanation.

Good techniques are where learners use connective statements to extend their responses and lead to an explanation - 'this is because' or 'so that' followed by some reasoning. A common mistake was to repeat the question for example in Q4 'increase ticket prices as this will increase profits' – only one mark could be given for the 'way' increase ticket prices. Overall however there has been some improvement as seen by learners expanding their responses and providing some explanation.

Some learners did not seem to understand what the requirement for a 'way' as used in Q4, Q5b and 6ci/6cii actually meant. In these questions learners should consider how it can be or will be achieved. For instance in Q4 the 'way' relates to how profits could be increased; similarly in Q5b how will the conference contribute to the multiplier effect and in 6ci how Fantasy World can reduce energy consumption/reduce waste.

Examiners commented upon some excellent responses seen for Q8 and these were well deserving of the higher marks awarded. Use of phrases 'this will be good because' were effectively used to show judgements and evaluation. Overall responses this series showed improved structures with clear references to advantages and disadvantages of the options and most learners were able to provide a reasoned conclusion linked to their evaluation.

Overall most learners engaged well with the questions and improvements were seen. It is worth a reminder that in assisting with preparing learners for the examinations one of the most fundamental requirements for teaching and learning is familiarity and competence with regards the terms, concepts and the language of the unit specification. The content of question papers is driven by the specification.

Individual Questions

Q1a

This question was not particularly well answered by many learners who did not score as they did not recognise that 'domestic' is a type of tour operator. Types of tour operator are stated in the specification and should be known. Where learners did not score, the most common incorrect choice was 'transport'. The correct response was A- Domestic.

Q1b

This question was answered well by learners. Many were able to give a detailed example of outbound tourism showing understanding; where descriptions of outbound tourism were given many showed a high level of understanding. The correct response was 'someone travelling from somewhere in the UK to an overseas destination, i.e. Leeds to Paris.

Q1c

This question generated a range of responses and highlighted poor exam technique and a lack of knowledge. However, it was positive to see that many gained all three marks available for three correct types of specialist travel.

Where learners did not score they gave examples, these were not accepted as the question required 'types'. Other incorrect responses included 'domestic', 'leisure, business' showing a lack of knowledge of the term. Others responses gave three different types of transport such as 'boat', 'plane' 'car' again showing misunderstanding of the question and/or lack of knowledge.

This response was awarded 3 marks.

(c) Give three types of specialist travel.	(3)
1 <i>adventure tourism</i>	
2 educational <i>educational tourism</i>	
3 education <i>Health tourism</i>	

Q1d

A high number of learners did not gain the mark available here. Many missed the instruction 'other' and gave online booking which was given in the stem of the question- 'booking options'- and as a result was not awarded a mark.

It seems the term 'consumer technology' was not well understood by many who gave incorrect responses including 'phone' or vague 'self-service'. Others gave x-ray machines at airports. Learners should be aware the consumer technology relates to devices and processes designed for the general public to use and examples are included in the specification. Where learners scored, common responses included apps, social media and self-check in.

Q2a

Most learners gained the mark here for identifying option D - 2.192 as the correct answer. Where the mark was not gained, learners had often selected A - 1.126 which related to the East Midlands and not the East of England. Where learners did not answer correctly did not read the information carefully enough.

Q2b

This was another question where learners answer to a high level, with most gaining the mark available for identifying A - £1056 as the correct answer.

Q2c

This question was also answered to a high level, with most gaining the mark for giving the correct answer North East.

Q2d

Another question that performed very well with the majority gaining the mark for 61%. Some learners again did not read the information carefully enough and gave 58% which related to trips and not spend.

Q3a

This question was well answered by learners who correctly identified A - airport parking, showing an understanding of ancillary services. However all options were chosen suggesting that a number of learners did not know what ancillary services are.

Q3b

This question was not well answered by many learners. Understanding of independent travel agents was low overall and few learners gained marks on this question. It was evident many learners were not familiar with the different types of travel agents – these are listed in the specification content and should be known.

Additionally some learners may not have understood the term 'characteristics', this is used frequently in the specification. Many of these learners gave examples of the general role of a travel agent, such as getting the best deals, booking flights and holidays and providing advice. The most common correct responses showed some understanding related to having a few branches and a few mentioned not being tied to large companies.

This response was awarded 2 marks.

(b) Give **two** characteristics of independent travel agents.

(2)

1 They are flexible

2 not owned by large companies

Q3c

This question was not answered particularly well by learners who showed limited knowledge of ABTA. Responses were vague and more related to the role of the travel agent in “helping them” or if an airline went bankrupt.

Particularly responses that did not score related the role of CAA or gave details of being protected with insurance. The most common correct responses were in relation to offering financial protection and having a code of conduct/dealing with complaints. Often, where both marks were gained learners demonstrated a clear understanding of ABTA although these were in the minority.

This response was awarded 2 marks.

(c) State **two** roles of ABTA. (2)

1. Protects Consumers that use Travel Agents by ~~er~~ setting out guide lines that ~~free~~ travel agents must follow
2. Helps ~~new~~ New Startup travel agents to setup and get the support it needs to run ~~it~~ until ^{it} they can support it ~~seeds~~

(Total for Question 3 = 5 marks)

Q4

Overall this question was well answered by learners who were able to identify two ways to increase profits to gain two marks.

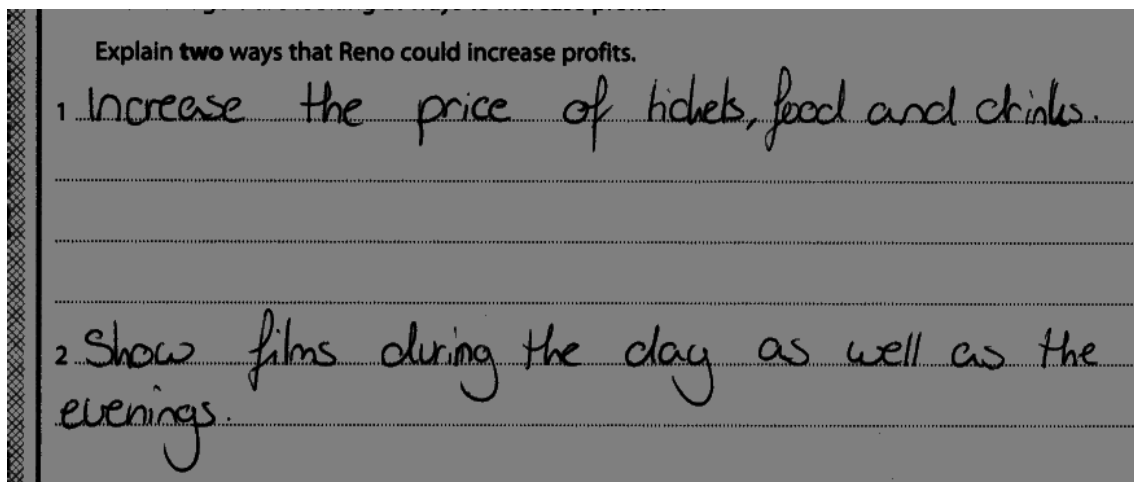
The most common correct responses related to increasing the price of tickets/food/drink and extending the opening hours/shows during the day. However whilst learners could identify appropriate ways, they did not, or could not, explain how the way they suggested would actually increase profits.

Where learners only wrote 'this will increase profits' this did not gain a mark for explanation as it was given in the stem of the question and did not show understanding. Learners need to show their reasoning to access the higher marks. A high number of learners did not read the question thoroughly and suggested reducing prices, adding more seats or knocking the cinema down to build a new one.

Other incorrect responses related to charging for tours around the historic building, moving to another location, deals, offers and promotions. Full marks however were gained by a few learners who recognised that there was a demand for more shows and offered reasoned explanations.

Example 1

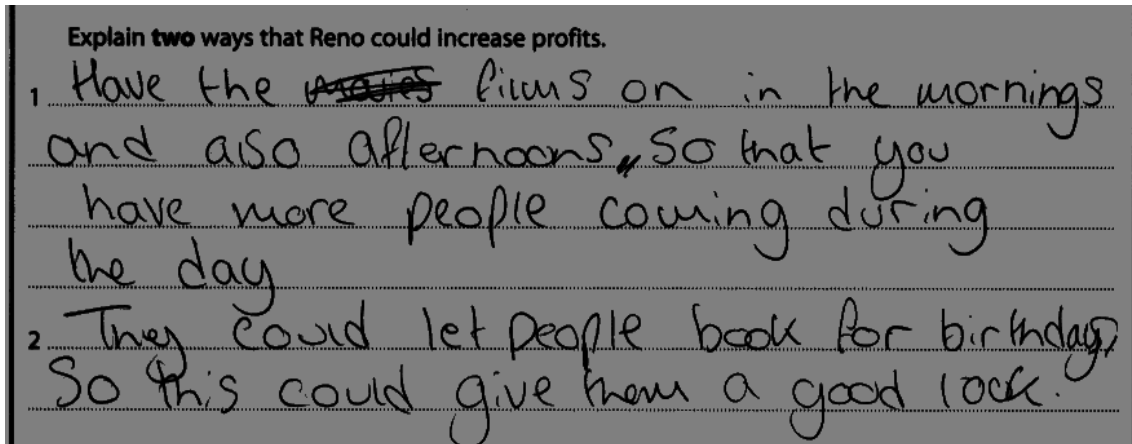
This response was awarded 2 marks



One mark was awarded for each way given. Both of these were valid. The responses could have gained more marks if explanations had been provided for the way 'increase the price of tickets' the explanation would be 'as there is high demand and people will pay more'. For the way 'show films during the day' one explanation could be 'to attract new customers'. Classroom activities where learners practise adding such explanations could help improve their skills and performance.

Example 2

This response was awarded 3 marks



One mark was awarded in the first point for the way, or how – 'have films on during the day' and one mark for the explanation 'will have more customers' – from this it is inferred that this would increase profits and the learner did not need to repeat this.

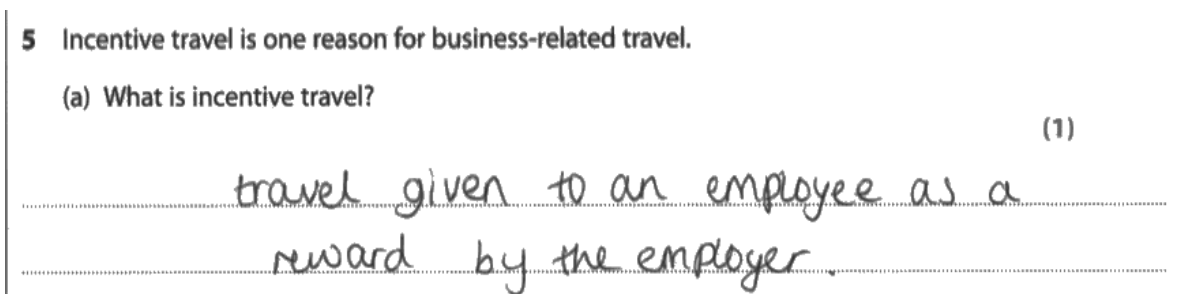
In the second point one mark was awarded for the way and the idea of 'hiring out' the cinema. The explanation is a little vague and not necessarily leading to increased profits so no marks here.

Q5a

This was not well answered by many learners- demonstrating an overall lack of knowledge of the term 'incentive travel'.

Whilst many did attempt the question few were able to give an accurate response to gain the mark available. Some did recognise it involved a reward but then linked to customers; others gave vague responses about business trips. Where the mark was awarded it was quite evident that those learners had studied the term and understood it related to rewarding employees. The term is in the specification content and should be familiar to learners.

This response was awarded 1 mark.



Q5b

Overall this question was not particularly well answered by the majority. Whilst it was clear some learners had a certain level of understanding about the multiplier effect and could describe the process, many could not apply this to the scenario beyond basic ideas; these tended to gain one or two marks.

The lack of understanding generated a wide range of responses and the most common weakness for learners was being unable to identify the 'way' in this context; indeed, some may not have recognised what the requirement for a 'way' actually meant. Overall, whilst some learners seemed to lack a basic understanding of the multiplier effect, even those that clearly understood the term struggled to articulate their knowledge and gave repetitive responses that lacked explanation or reasoning. Where marks were gained, common correct responses related to an increase in employment or that the business people would need accommodation/transport to attend the conference and more money would be spent in hotels/travel and increasing tourism spend/benefits to the local economy. Few referred to direct and indirect employment. Where marks were not gained, incorrect responses related to how the conference might improve tourism in the area, give it a good image or that people would go back suggesting some confusion with sustainability.

This response was awarded 0 marks.

(b) Explain **two** ways this conference will contribute to the multiplier effect in the Birmingham area. (4)

1. Because Hotels will be making more money from the people.

2. Transport and restaurants will be making more money.

The response is repetitive, although direct and indirect products/services are identified it's solely about 'making money'. Overall there is limited understanding. To have gained marks the learner needed to state the way, i.e. how? For example 'there will be an increase in direct employment' and give an explanation linked to the scenario 'as the hotels may be very busy with so many people staying three days for the conference'. Greater clarity and precision could have improved the second point; the way could be 'people will spend money on indirect services' and the explanation could be 'because people will need to eat out and travel to get there'

Example 2

This response was awarded 2 marks

(b) Explain **two** ways this conference will contribute to the multiplier effect in the Birmingham area. (4)

- 1 People will have to get to Birmingham mainly by public transport. When they spend money on transport, the transport spend it on staff and tax and the staff spend it on tax and food etc.
- 2 It's for three days so people will need to eat out. When they spend money in a restaurant, the restaurant will spend it on food and rent, then the shop will spend it etc.

Overall there is clear understanding of the multiplier effect and the response is fully focused on the scenario of the conference. The responses are repeat ideas though.

In the first point one mark was awarded for the way 'spending money on indirect services – transport' and one mark for the explanation/reason 'people will need to travel to get there'

The second point is a repeat idea and did not score. To improve scores in the second point the reference to three days could have been linked to the way, or how. The way could be 'increases tourism spend' with an explanation 'as people will be staying there for three days'.

Total - 2 marks

Q5c

This was quite well answered and many responses showed a clear understanding, with meetings being the most common response. Quite a few learners quoted MICE but did not show understanding. Training and interviews were also common responses that were accepted.

Q6a

It was pleasing to see many of learners gained the mark in this question for identifying Conwy Castle as a heritage attraction. The use of real examples in teaching and learning is highly recommended to enhance learner's understanding and bring the subject to life.

Q6b

This question was answered well by many learners who gained at least one mark. Common responses that scored included information, entertainment, education and tours. Where learners did not gain marks common incorrect responses included food and drink (catering was given), security and toilet facilities. Such questions test knowledge of the content and terms of the specification and learners should know these; it was disappointing that many did not gain any marks in this question and showed a lack of knowledge of services provided by visitor attractions.

Q6ci

This question was generally well answered and most learners gained at least one mark for common responses such as key cards for room electricity, asking guests to reuse towels, energy saving light bulbs and timers on lights/motion sensors.

A high number of learners gave solar panels and other sources of renewable energy but these did not score as the question was about reducing consumption of energy, not fossil fuel usage. Some learners showed a lack of understanding and gave obscure and inappropriate responses.

Q6cii

This question was well answered by many learners who wrote enthusiastically and engaged well with the scenario. Common correct responses related to recycling, portion sizes, composting and only ordering supplies as needed. It was pleasing to see many writing about replacing plastics with reusable cutlery and crockery, this was a common theme reflecting an awareness of current issues over plastic waste.

Some suggested 'more bins' this did not score as it would not reduce waste. Other common incorrect responses included re-using the waste, feeding the homeless/animals.. Overall learners were able to show their understanding of this question and there weren't many who failed to achieve at least one mark.

Q7ai

Business mergers/partnerships is a challenging concept for many learners and resulted in wide variety of responses across 7ai and 7aii. Similar questions have appeared previously and learners should be prepared, and be aware that their responses should be about the businesses given in the stimulus and to use the information provided.

Overall many learners did not understand what a merger is and what happens to the businesses and employees involved – they provided repetitive responses with limited reasoning and understanding and frequently failed to score. Better responses were seen where learners considered the lack of face to face contact, and size of the corporate group.

Many recognised that phone calls may not be answered now the group has expanded. Marks were also gained for ideas such as the group being more interested in making money. Whilst overall scores were fairly low, it was pleasing to see some valid creative responses that demonstrated a high level of understanding and an improvement on past series.

This response was awarded 0 marks..

(a) (i) Explain **two** reasons why this merger may have resulted in a loss of personalised customer care. (4)

1. If one company has had a bad review it could affect the other company which hasn't had any bad reviews

2. Less income because they have to split between both companies

This response highlights common incorrect responses about interrelationships and a lack of knowledge. There is no understanding of personalised customer care shown here. Many learners have misconceptions about business interrelationships, partnerships and mergers and frequently offer similar incorrect responses about shared/loss of profits/customers and image.

This response was awarded one mark.

(a) (i) Explain **two** reasons why this merger may have resulted in a loss of personalised customer care. (4)

1. Some people might have lost/left their jobs in the call centre after merging with another company.
2. There might be new rules set in place, which doesn't allow personalised care.

No marks were awarded for the first point. Had there been a connection to loss of knowledgeable staff such a response is likely to have gained marks.

One mark was awarded for the second point and some understanding shown around the idea of the reason being that the corporate group may be 'less interested in customer care'.

This is a typical response where explanations are not provided. More marks may have been gained had the points been developed to give some reasoning.

This response was awarded 4 marks.

(a) (i) Explain **two** reasons why this merger may have resulted in a loss of personalised customer care. (4)

1. C) Coaches is family run so they would be the same people working there which means they get the same customers so merging then means that the customers might not get the same staff so they don't know what they like.

2. Sunventure travel is a big coach company which means they probably care more about money resulting in loss of personalised care because to them customers are just a number on paper rather than a person.

Overall there is clear understanding and application to the stimulus and two reasoned responses are provided, although not particularly well expressed.

The first point gained one mark for the reason 'that CJs being family run may have had the same/regular staff that would know the customers', one mark was awarded for the explanation that 'new staff in the merger may be less able to meet customer needs'.

The second point gained one mark for the 'corporate group probably being more money focused' and one mark for the explanation which implies that 'customer care would not be important'.

Q7aii

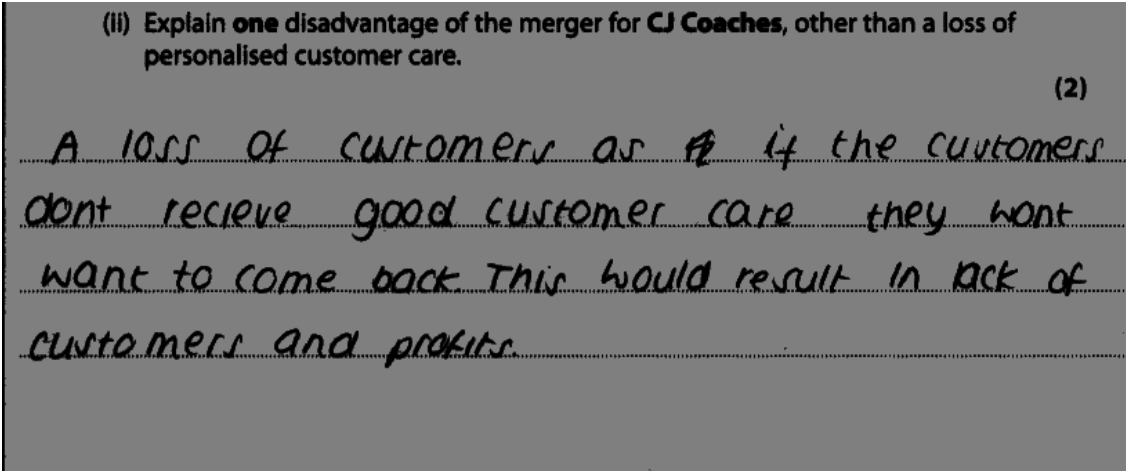
This was not well answered by most learners. Some confused and weak responses were seen, reflecting limited understanding. Many gave the customer's perspective and focused on the different tours offered or repeated 'lack of personalised care' and did not score.

Others incorrectly wrote about profits being shared. Understanding business interrelationships is recognised as a challenge for these learners so it was pleasing to see some responses that did gain both marks, most often for recognising that staff may lose their jobs if they needed to close CJs offices, or if they had two people doing the same job.

Common responses often related to the loss of the family run aspect of CJs coaches business, although some could not explain this disadvantage. Others scored for recognising this would lead to loss of control or that it would no longer be owned by the family and could not be passed on to the next generation of the family.

Learners gaining marks here showed a high level of understanding of mergers and could apply their knowledge. Where learners gained one mark this was usually because they identified a disadvantage such as 'job losses' but did not or could not provide any reasoning/explanation to say why the merger would result in jobs being lost.

This response was awarded 0 marks.



(ii) Explain **one** disadvantage of the merger for **CJ Coaches**, other than a loss of personalised customer care. (2)

A loss of customers as if the customers dont recieve good customer care they wont want to come back This would result in lack of customers and profits.

Here the learner has missed the instruction 'other than the loss of personalised customer care'. The question has not been answered as it explains what happens if customers do not receive good care. The question required another disadvantage. The takeaway here is to always read the questions carefully and take care of the word 'other' is used in the question.

This response was awarded 2 marks.

(ii) Explain **one** disadvantage of the merger for **CJ Coaches**, other than a loss of personalised customer care.

(2)

The coach service will no longer just be the family that owns it therefore the heritage of the business will be lost eventually

This response shows higher level and independent thinking skills and well deserved both marks for an excellent response to a challenging question.

One mark was awarded for the disadvantage of 'no longer being family run' and one mark for the explanation that relates to 'changed culture/lost heritage'.

Q7b

This was not particularly well answered by some learners who did not relate their responses to the scenario.

A range of responses were seen, the most common being linked to 'bad reviews will damage reputations/put people off'. Learners did not score for generic responses that were not linked to Sunventure Travel or the merger.

Higher marks were gained where learners recognised the need to apply to the stimulus. These responses referred to fact that customers had already complained about the lack of personalised customer care, and would write bad reviews that would damage their reputation or put people off.

Some that gained marks referred to the merger, the costs of setting up and responding to reviews. Fake reviews were also common with learners.

This response was awarded 1 mark

(b) Explain **two** disadvantages for **Sunventure Travel** of providing a review page on its website. (4)

1. This might result in a lot of bad reviews as customers were upset by the merger.

2. It wouldn't be received well as there wouldn't be many good reviews because the customers might complain about ticket prices or respect.

In the first point there is reference to the merger and therefore an attempt to apply knowledge. One mark was awarded for the disadvantage 'customers upset by the merger will post bad reviews'.

No marks were awarded for the second point which is vague and unclear with reference to ticket prices.

To gain more marks in the first point the learner should have developed or extended the response with an explanation of why the bad reviews would be a disadvantage such as 'this will damage reputation'. The learner has explained why there are bad reviews but not why this is a disadvantage.

This response was awarded 3 marks.

(b) Explain two disadvantages for Sunventure Travel of providing a review page on its website.

(4)

1. The customers will put bad reviews ~~do~~ about them having no choice and no personal customer care. This will put other customers off going to the Sunventure Travel.
2. It will use up even more time for the staff and cost a lot of money.

The response is applied to the stimulus with reference to 'Sunventure Travel' and 'personal customer care'.

In the first point one mark was awarded for 'bad review linked to personalised customer care' and one mark for the expansion/explanation 'will put other customers off'.

In the second point there is no explanation and one mark was awarded for the disadvantage 'use up even more time for staff' this is clearly linked to the earlier question. 'Cost a lot of money' is too vague and could relate to anything.

Q8

This question was very well answered by many learners and it was pleasing to see so few blank responses this series. The majority of learners were able to apply their responses to the situation and produce an evaluation thereby accessing marks within Level 2 (4-6 marks). It was evident that exam technique is improving and some well-structured responses were provided.

Learners adopted different approaches and those that scored the highest marks, including Level 3 (7-8 marks) tended to consider the advantages and disadvantages of each option and then provide a justified conclusion based on their evaluation.

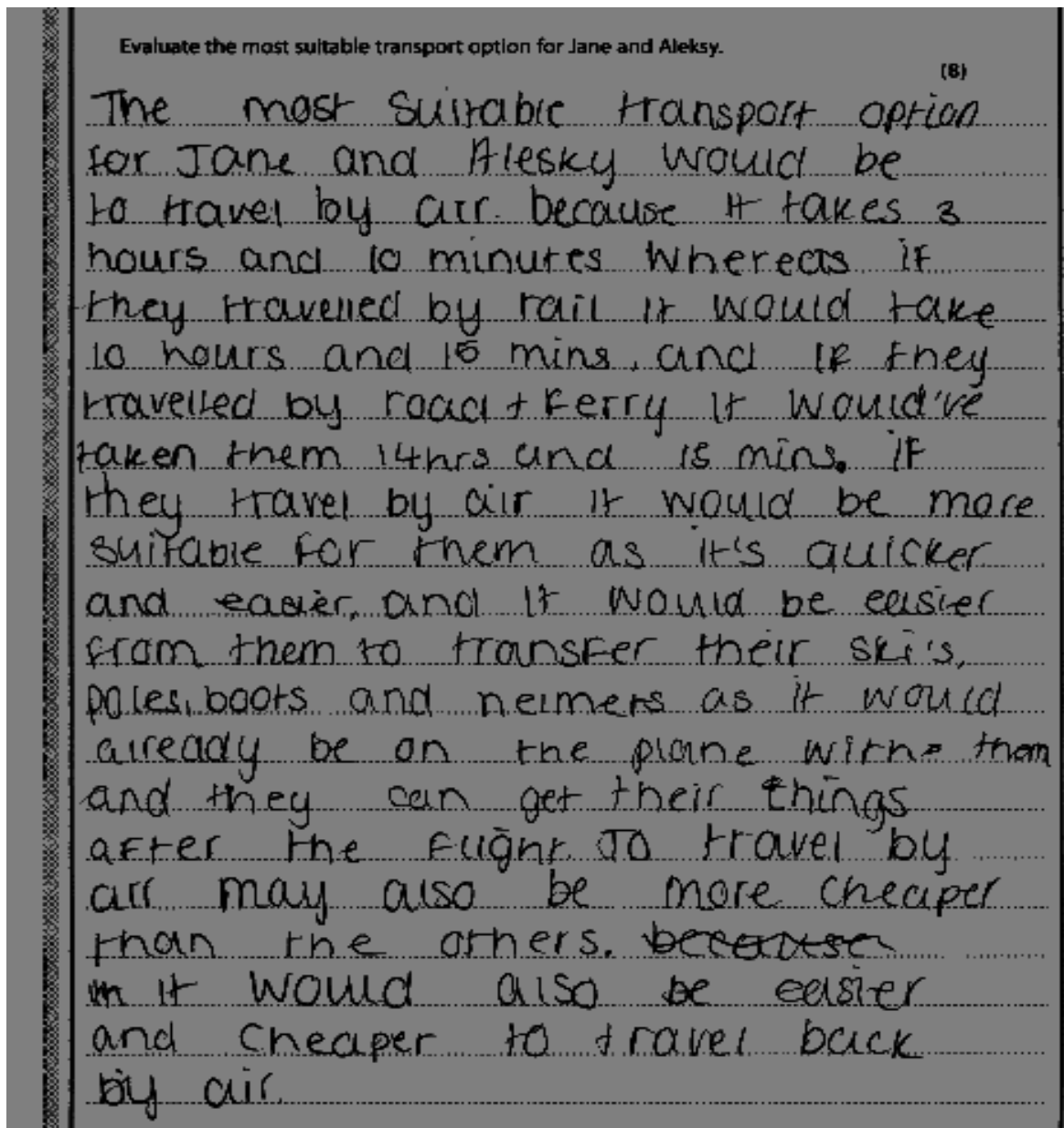
These higher level responses considered a wider range of factors including length of journey, issues with travelling with bulky ski equipment, extra charge on airlines, comfort, services provided and length of the holiday and. Some learners also considered less obvious factors such as the possible disruptions to road and ferry at this time of year.

Some learners recommended which was the most suitable option and provided an evaluation, however often made limited reference to the other options so evaluations lacked depth and balance.

This meant they tended not to access the higher marks in Level 2. Lower scores seen were when learners either gave generic evaluations; these gained marks in Level 1 (1 – 3 marks) as they did not relate their responses to the customers and journeys provided.

Others gained the lower marks if they had only really considered journey time. Some learners misinterpreted the word 'suitability' and evaluated the sustainability of the transport options. Overall however most learners gained marks here.

This response was awarded 4 marks Level 2.



The response mainly considers one aspect, the journey time of each option. The evaluation only considers air and some points are quite general 'easier', 'cheaper'.

There is limited application beyond time and consideration of the ski equipment the couple will have with them and the transport of the skis if they go by air.

The response has an evaluation with some application so Level 2 is appropriate, as there are weaknesses throughout so a lower Level 2 mark was awarded. The response could be improved with a conclusion and some development of the judgements made – why would it be harder to transport their ski equipment using the other options.

This response was awarded 7 marks in Level 3.

Evaluate the most suitable transport option for Jane and Aleksy.

(8)

If Jane and Aleksy travelled by air, the flight would be very quick and efficient. As they are taking their ski equipment, there will be no trouble regarding carrying their baggage. Another advantage of travelling by air is that there will be lots of snacks and drinks on the plane, giving time to relax. On the other hand, there is a chance of delay which may result in paying extra money for makeshift hotel services. Another option would be to travel by rail. An advantage of this is that the train is very fast, although it can be very expensive. The train will have snacks and drinks available, similarly to a plane which will be relaxing for Jane and Aleksy. Another disadvantage of this is that it will be hard to carry the skiing equipment on the train, as unlike travelling by air, there is nowhere to keep your bags. Also, as there is only two people, the bags will be heavier to combine with. The final mode of transport is road and ferry. An advantage of this is that they will have their own car to explore in when arriving in France, opposed to having to plan extra transport if needed. However, the total time to arrive would be 14 hours 15 mins. This is a disadvantage as 13 of the hours are in the

car. This will be very expensive when paying for car fuel. Another ~~dis~~advantage is that all the luggage would fit in the boot of the car ~~only~~, although it will be a struggle depending on the size of the car. After weighing up the advantages and disadvantages of the routes, I have come to the conclusion that 'By Air' is the best form of transport. It is by far the quickest time (3hr 10min) opposed to the other two being over 10 hours. The map also shows this route is very straight with no diversions. Although a plane can be expensive, it is overall the best method of transport for Jane and Aleksy.

(Total for Question 8 = 8 marks)

There is consideration of all three options. The evaluation is balanced as for each option advantages and disadvantages are provided.

The response is detailed including a range of different factors such as services, comfort level, storage space for ski equipment, need to carry luggage, extra costs and journey time. All points made are relevant.

There is a well-reasoned/justified conclusion based on the findings. For full marks it would be expected that transport options would have been evaluated in relation to more factors given in the stimulus such as time of year and length of holiday.

Summary

In preparing for this external assessment, the following should be noted.

Learners should:

1. Study the specification to ensure all aspects that could be tested are known including the terms used such as 'roles' of named organisations. Also be familiar with the nature of interrelationships between organisations including advantages and disadvantages of mergers.
2. Know the language and all the content terms within the unit specification and be prepared to be tested on them such as independent travel agents and incentive travel.
3. Practise answering questions using past papers and mark schemes to gain familiarity with the style and structure of questions used and know what is required by the command words. Do not rely on mark scheme sample answers in the examination, question papers are carefully designed to vary each series.
4. In the examination, read each question carefully, preferably twice.
5. Observe the marks available and answer accordingly. 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 'reason/advantage/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. Take care to write neatly so that answers are legible.
9. 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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