

# **L2 Lead Examiner Report 1806**



**June 2018**

**Level 2 BTEC First in  
Travel and 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 fall back).

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every student 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.

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### Variations in external assessments

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## Unit 7: Travel and Tourism Business Environment 21627 June 2018

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	10	20	30	41

# Introduction

This report has been written to help you understand how students have performed overall in the exam. For each question, there is a brief analysis of student responses. You will also find examples of student 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 students for future examination series for Unit 7: Travel and Tourism Business Environment 21627

## Introduction to the Overall Performance of the Unit

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

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

Students generally struggled with knowing the different types of trends and the associated category such as demographic trends, product/service trends and holiday types.

Students also struggled with the changing structures of businesses. Students had a limited understanding of the ways businesses can respond to opportunities or threats, exchange rate fluctuation and vertical integration.

Students also had limited understanding of the way in which businesses respond to unforeseen events such as natural disasters and setting up subsidiary companies.

Question 8 proved to be a popular question for students, which allowed them to demonstrate their knowledge and understanding of England's seaside resorts and how government investment in infrastructure can affect local and national businesses. Although some students did focus their responses based on effects on visitors to seaside resorts.

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

# Individual Questions

## Q1a) Targeted Specification Area: A2 Business Structure- staffing structures

This question was answered well by a majority of the students who sat the paper.

Students were asked to give one other type of staffing structure other than a flat staffing structure. Students could spell matrix but struggled with hierarchical, often giving hierachy as the response.

This response was awarded 1 mark.

1 Carrack Tours is a business that organises walking tours across Lincolnshire. The business has a flat staffing structure.

(a) Give ~~one~~ other type of staffing structure.

(1)

Matrix

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This response was awarded 1 mark.

1 Carrack Tours is a business that organises walking tours across Lincolnshire. The business has a flat staffing structure.

(a) Give ~~one~~ other type of staffing structure.

(1)

hierarchical structure

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**Q1b) Targeted Specification Point: A2 Business structure- size**

This was a multiple choice question worth one mark. Students were asked to identify the size of the business given as a case study. Most students achieved 1 mark on this question.

The correct response was A- Micro-enterprise.

This response was awarded 1 mark.

Carrack Tours employs seven people to help run these tours.

(b) Identify the size of Carrack Tours' business.

- A** Micro-enterprise
- B** Small and medium enterprise
- C** Large business
- D** Private limited company

**Q1c) Targeted Specification Point: A2 Business structure- geographical scale**

This was a multiple choice question worth one mark. Students were asked to identify the geographical scale of the business given as a case study. Most students achieved 1 mark on this question and were able to identify the correct response of B- Regional.

This response was awarded 1 mark.

(c) Identify the geographical scale of Carrack Tours' business operations.

- A** Local
- B** Regional
- C** Global
- D** National

**Q1d) Targeted Specification Point: C2 Business Opportunity**

This was a multiple response question (MCQ) worth two marks. Students were asked to identify two types of business opportunities for the business given as a case study. A high number of students were able to achieve the two available marks by correctly identifying A- Decrease in competition and D-Increase in customer demand as the correct response.

This response was awarded 1 mark.

(d) Identify **two** possible business opportunities for Carrack Tours.

- A Decrease in competition
- B Decrease in profit
- C Increase in taxation
- D Increase in customer demand
- E Decrease in bookings

**Q1e) Targeted Specification Point: A1 Business Ownership**

This question was not well answered by a high percentage of the students who sat the paper.

Students were asked to give two advantages of a partnership. A high number of students scored no marks, as they did not identify the correct advantages.

For those candidates that scored one mark, the most popular answer was either "easy to set up" or "shared debt". There was a low number of students were able to score the full two marks available for this question.

This response was awarded 2 marks.

The business ownership of Carrack Tours is a partnership.  
(e) Give ~~two~~ advantages of a partnership. (2)

1. Easier to set up the business  
more sturdy budget.

2. More ideas to develop the business

This response was awarded 1 mark.

The business ownership of Carrack Tours is a partnership.  
(e) Give ~~two~~ advantages of a partnership. (2)

1. It is easy to set up

2. ~~Every~~ ~~partner~~ - Everything the business owns will be shared equally.



**Q1f) Targeted Specification Point: A3 Business Functions: IT/Finance/HR**

Students were asked to state one function of each of the IT, Finance and HR departments. This question was answered well by a high percentage of students, with many able to provide responses for all 3 departments.

This response was awarded 3 marks.

(f) State ~~one~~ function of each of the following departments. (3)

IT  
online bookings

Finance and accounting  
manage cash flow

Human resources  
Hire staff and train staff

(Total for Question 1 = 10 marks)

In responses where students did not achieve full marks it was due to a mis-understanding of the department.

This response was awarded 1 mark.

(f) State ~~one~~ function of each of the following departments. (3)

IT  
It only Problems with computers crashing they can help fix the problem

Finance and accounting  
Support by sorting out Finance and accounting so business doesn't have to do it means more time to work on business

Human resources  
can help gather product and materials either either if business need it or advertising

(Total for Question 1 = 10 marks)

**Q2a) Targeted Specification Point: B3 Destination Trends: Visitor attractions**

Students were asked to use information provided in a table on visitor numbers at attractions in the East Midlands in 2014 and 2015 to answer this question.

A high number of students were able to select the correct response of Rufford Abbey & Country Park to achieve the 1 mark available.

This response was awarded 1 mark.

**Use the information in the table to answer questions 2(a) and 2(b).**

a) Which visitor attraction was the most popular in 2015?

(1)

Rufford Abbey & Country Park

**Q2b) Targeted Specification Point: B3 Destination Trends: Visitor attractions**

Students were again asked to use information provided in a table on visitor numbers at attractions in the East Midlands in 2014 and 2015 to answer this question.

The majority of students were able to select the correct response, Leicester Cathedral, to achieve the 1 mark available.

This response was awarded 1 mark.

(b) Which visitor attraction had the greatest increase in visitor numbers between 2014 and 2015?

(1)

Leicester Cathedral

**Q2c) Targeted Specification Point: B1 Economic trends: Employment rates**

This question was not well answered by a high number of the students who sat the paper. Students were asked to give two ways that increased levels of unemployment can affect visitor attractions.

Students confused unemployment at visitor attractions with levels of unemployment in general and the effect they can have on a business. There was a high number of students who not achieve any marks on this question.

For those students that scored one mark, the most common correct answer was " Fewer people will have money to spend on a day out".

The following response was awarded 1 mark for the first response while no marks were awarded for the second response as it focused on unemployment in the visitor attraction and not unemployment levels in general.

This response was awarded 1 mark.

(c) Give **two** ways that increased levels of unemployment can affect visitor attractions.

(2)

1 Less money for people to spend on a day out to a visitor attraction.

2 people who work at the visitor attractions might end up unemployed as no money is going in to the visitor attraction.

The following response scored the full two marks. The first response concerns people not being able to afford to go to visitor attractions and the second response focuses on demand will decrease/lose its popularity.

This response was awarded 2 marks.

(c) Give **two** ways that increased levels of unemployment can affect visitor attractions.

(2)

1 ~~these~~ visitor attractions will lose money because people won't be able to afford to go.

2 the visitor attraction could lose its popularity if there is a high level of unemployment.

**Q2d) Targeted Specification Point: B2 Product service trends: theme parks**

This question was well answered by the majority of students when they focused on how theme parks have developed products and services in response to changing trends.

When students just gave generic products and services found at theme parks, one mark was the maximum mark they achieved. The following response was a generic example seen.

This response was awarded 1 mark.

(d) Theme parks are popular visitor attractions.

Give **two** ways that theme parks have developed products and services in response to changing trends.

(2)

1. They have gotten new rides so more people will want to come back and spend their money to go on the ride.
2. They will have new deals and make some of the tickets/prices cheaper so more people will want to come.

Where students achieved two mark they done so by provding two relevant and appropriate ways that theme parks have developed their products and services in response to changing trends.

This response was awarded 2 marks.

(d) Theme parks are popular visitor attractions.

Give **two** ways that theme parks have developed products and services in response to changing trends.

(2)

1. Theme parks have developed by adding new rides to the place to make people wanting to go visit.
2. Theme parks might have improved their restaurants by adding other options like vegan or vegeterian.

**Q3a) Targeted Specification Point: B2 Product service trends: aging population.**

Many students did not attempt to answer this question. This could be due to the topic of the question or the students not seeing this question on the page. Centres are advising to teach their students to read over the pages carefully. This is where the examination skill of reading every part of the question paper is essential.

Students were asked what type of trend an aging population was. Where students responded to this question but not not achieve the mark often give responses that were not trends.

This response was awarded 0 marks.

3 (a) An increasingly ageing population is an example of which type of trend? (1)

..... Growing up

This response was awarded 1 mark.

3 (a) An increasingly ageing population is an example of which type of trend? (1)

..... Demographic trend

**Q3b) Targeted Specification Point: B3 Destination trends: visitor numbers**

For this question students were asked to interpret data from a graph which showed the total number of visitors to Jersey and the total number of overnight stays from 2004 to 2014.

This question asked the students to interpret which year Jersey had the lowest number of overnight stays in 2014. The majority of students were able to interpret the correct response- 2010.

This response was awarded 1 mark.

(b) Which year did Jersey have the lowest number of overnight stays?

(1)

2010

**Q3c) Targeted Specification Point: B3 Destination trends: visitor numbers**

For this question, students were asked to interpret data from a graph, which showed the total number of visitors to Jersey and the total number of overnight stays from 2004 to 2014.

The majority of students were able to interpret the data and provide the correct response of 700,000. Marks were awarded for variations such as 700 thousand or 700.

This response was awarded 1 mark.

(c) What was the total number of visitors to Jersey in 2014?

(1)

700.000

**Q3d) Targeted Specification Point: B2 Product service trends: Seasonality**

For this question, students were asked to suggest two ways that visitor numbers to Jersey could be increased from November to April.

Students often struggled to make the connection between Jersey as a tourist destination and the concept of peak and off peak season. There were responses seen that offered options during May-October, as a results marks could not be awarded.

To gain the full two marks available, students' suggestions needed to be feasible and applied to the seasonality of visitors to Jersey in the off peak months. Students who were able to suggest two relevant and contextualised ways to increase visitor numbers to Jersey from November to April achieved 2 marks.

This response was awarded 2 marks.

1 create more visitor attractions in Jersey that only operate from November to April.  
2 cheaper flights to Jersey between the months November to April.

Students were able to gain one mark for generic answers concerning the ability to 'put on activities or events in these months.'

This response was awarded 1 mark.

The main tourist season in Jersey is from May to October.

(d) Suggest **two** ways to increase visitor numbers to Jersey from November to April.

(2)

1 Ba have a christmas theme event that customers can go to.  
2 Make deals and offers creaper.



**Q4a) Targeted Specification Point: C2 Unforeseen events: natural disasters.**

This was a multiple choice question worth one mark. Students were given one type of natural disaster and were asked to identify another type of natural disaster.

The majority of students gained the mark for identifying one other type of natural disaster- B- Extreme weather.

This response was awarded 1 mark.

(a) Identify **one** other type of natural disaster.

- A Terrorist attack
- B Extreme weather
- C Civil unrest
- D Industrial strike

**Q4b) Targeted Specification Point: C2 Business opportunities: natural disasters.**

This question asked students to explain two ways that the natural disaster in the case study could be seen as an opportunity for travel and tourism businesses in New Zealand.

Unfortunately, some students appeared not to have read the information contained in the case study. Once again, this is where the examination skill of reading every part of the question paper is essential.

Many students were able to identify one way that the earthquake could be seen as an opportunity for travel and tourism businesses but could not then go on and explain why this way would be an opportunity. The most popular response given focused on "dark tourism".

This response was awarded 3 marks.

(b) Explain **two** ways this natural disaster could be seen as an opportunity for travel and tourism businesses.

(4)

1 Travel and tourism businesses could sell cheap flights to the destination as a lot of tourists will want to sight see, in addition to this, it's a memorable disaster and will go down in history so tourists that like dark tourism are likely to want to go there.

2 Also people who go on ~~trip~~ abroad to volunteer or educational reasons might need flights to get there and a ~~hotel~~ hotel to stop in, so this would be a great opportunity for travel and tourism businesses to make a profit.

This is an example of an expected response. The student has provided a valid way but there is no explanation in the first response, so one mark was awarded.

In the second response, the student has provided a valid way and an explanation by identifying that volunteers would need flights and accommodation so this would be an opportunity for airlines and hotels to make a profit. So businesses are developing volunteering packages/aid packages to attract responsible tourists who want to help.

This response was awarded 2 marks.

(b) Explain **two** ways this natural disaster could be seen as an opportunity for travel and tourism businesses. (4)

1 This natural disaster can be seen as an opportunity. As it will attract ~~to~~ visitors that like dark tourism.

2 It may attract ~~to~~ people that want to help fix the destroyed areas.

This is an example of a common response seen across the all responses wherein students correctly identified ways that the natural disaster could be seen as an opportunity for travel and tourism businesses.

The student has given two ways but has not gone onto explain the ways in an exemplified response. Two marks awarded for "dark tourism" in the first response and "may attract people that want to help".

Q5)

Targeted Specification Point: B2

Product/service trends: holiday types- tailor-made holidays

For this question students were asked to explain two ways that Stedman Holidays could adapt or develop its product and services to meet the increased demand for tailor-made holidays.

There was a low number of students who were able to achieve more than 1 mark. Many responses seen showed that students repeated the need to have more package or tailor-made holidays. These type of responses scored 0 marks as it was a repeat of the stem.

This response was awarded 0 marks.

5 Stedman Holidays is a specialist tour operator offering package holidays to resorts in the Mediterranean.

Stedman Holidays have recognised an increased demand for tailor-made holidays.

Explain **two** ways Stedman Holidays could adapt or develop its products and services to meet the increased demand for tailor-made holidays.

1 By taking in to notice that <sup>most</sup> customers want specific types of holidays and changing a couple of the package holidays to the ones that most customers have been asking for.

2 By allowing customers to create their own tailor-made holidays.

Students need to have a firmer understanding of the ways in which travel and tourism businesses can respond to increased demand by adapting their products and services accordingly.

In the first response, one way has been identified of offering customers a wider choice through an increased range of accommodation.

In the second response adding more to packages such as transportation and activities is another way that has been identified but neither explanation has a linked explanation to the identified way.

This response was awarded 2 marks.

5 Stedman Holidays is a specialist tour operator offering package holidays to resorts in the Mediterranean.

Stedman Holidays have recognised an increased demand for tailor-made holidays.

Explain **two** ways Stedman Holidays could adapt or develop its products and services to meet the increased demand for tailor-made holidays.

1 They could advertise more ~~return~~  
of a wide range of accommodation  
like villas, Apartments place where  
people can feel at home.

2 They could add more to packages  
aswell like transportation or activities  
in the area.

This answer scores one mark for the second response where the student has identified that offering new destinations could meet the increase in demand for tailor-made holidays but has not explained why.

This response was awarded 1 mark.

- 5 Stedman Holidays is a specialist tour operator offering package holidays to resorts in the Mediterranean.

Stedman Holidays have recognised an increased demand for tailor-made holidays.

Explain **two** ways Stedman Holidays could adapt or develop its products and services to meet the increased demand for tailor-made holidays.

1 They could ~~add~~ add some more package holidays for people to go on because people prefer package holidays.

2 They can also improve their increase by trying to add new destinations or try having better services like better food, and have more options like vegan or vegetarian

**Q6a) Targeted Specification Point: C3 Changing structure- respond to opportunities-new subsidiary companies**

In this question, students were asked to explain two possible reasons why a specialist tour operator "Go City" created a subsidiary company "Dream Country".

A high number of students were unable to score any marks, with few students able to score the available four marks. There was evidence of limited understanding of how a business can change and innovate in response to the opportunity of setting up a new subsidiary company

The response was awarded 4 marks.

**6** Go City is a specialist tour operator offering city breaks in the UK. Go City has recently changed the structure of its business by creating a new subsidiary company called Dream Country. Dream Country offers nature-based holidays in the countryside.

(a) Explain **two** possible reasons why Go City has created the subsidiary company Dream Country.

(4)

1 ~~Go City developed Dream~~ may have developed Dream Country to ~~diversify its holiday options~~ diversify its holiday options, so it can attract more customers

2 Developing Dream Country increases Go City's market share over UK domestic tourism, which broadens Go City's customer base

In this response, the student has correctly identified a reason that creating Dream Country will allow Go City to diversify into a new market, followed by a realistic explanation.

In the second response the students has identified another valid reason, increasing Go City's market share through the development of Dream Country with a linked explanation showing that this will increase their customer base.

This response was awarded two marks.

5 Go City is a specialist tour operator offering city breaks in the UK. Go City has recently changed the structure of its business by creating a new subsidiary company called Dream Country. Dream Country offers nature-based holidays in the countryside.

(a) Explain **two** possible reasons why Go City has created the subsidiary company Dream Country.

(4)

1 So their customers can choose whether they want a quiet holiday in the country or a busy city break.

2 to get more business and new customers. new customers ~~with~~ might like the service so they try another holiday with them.

The student has identified a reason in each response but has not followed on with a valid explanation point. In the first response, the reason identified is that customers may want to choose a country holiday rather than a city break for one mark.

In the second response, the student has identified that creating a subsidiary company will bring in more business/more customers, which is a valid reason for one mark. No explanation followed on from the reason given.

Other low scoring responses related to being environmental friendly and using staff for both businesses, which again demonstrated a poor understanding of this aspect of the specification.



**Q6b) Targeted Specification Point: C3 Changing structure- vertical integration**

This question focused on vertical integration. Students were asked to describe another example of vertical integration apart from changing the structure of a business, which was given before the stem of the question.

There was evidence of very limited understanding of vertical integration. Many students gave generic examples or examples that were not sector related. Few students were able to achieve two marks available.

This response was awarded 2 marks.

Vertical integration is another example of how a business can change its structure.

(b) Describe **one** example of vertical integration.

When ~~the~~ Thomas Cook and TUI join <sup>(2)</sup>  
together and make one T&T company.

This response was awarded full marks for describing that a tour operator, TUI, has joined with a travel agent, Thomas Cook, to make one travel and tourism company.

This response was awarded 1 mark.

Vertical integration is another example of how a business can change its structure.

(b) Describe **one** example of vertical integration.

When Thomas Cook took over cooperative travel. <sup>(2)</sup>

There was no description included in the response so the learner could only achieve 1 mark.

This response was awarded 0 marks.

Vertical integration is another example of how a business can change its structure.

(b) Describe **one** example of vertical integration.

(2)

When a company buys another company  
thats selling the same product, this eliminates  
competition -

(Total for Question 6 = 6 marks)

This response is generic and shows limited understanding of the concept of vertical integration.

### Q7a) Targeted Specification Point: C2 Developments in Technology-Social Media

In this question, students were asked to explain two ways that Savannah Air, given in the case study, can use social media to respond to competition from other airlines.

Many students struggled to make the connection between a business using social media to respond to concerns about competition from other airlines.

Many answers contained generalised responses about social media or examples of social media were seen without any application to the content of the specification being tested. Some students thought that Savannah Air was a person, which affected how they answered the question.

This response was awarded 4 marks.

7 Savannah Air is an airline operating routes from the UK to over 40 European destinations. Savannah Air is concerned about increased competition from other airlines and is considering using social media to respond to this threat.

(a) Explain **two** ways that Savannah Air can use social media to respond to the concern about competition from other airlines.

(4)

1 They could advertise their business across social media to reach out to a wider range of people, who may not yet have heard of them.

2 They could use social media as a way of ~~offer~~ giving people special offers and discounts that their competition may not provide for their customers.

In the first response, the student has identified a way that Savannah Air could use social media by advertising their business to a wider range of people, followed by the explanation that they are reaching people who may not have heard of them before.

In the second response, the student has identified another way that Savannah Air could use social media through special offers and discounts and the explanation showed clear understanding that this would be something that their competitors may not offer.

This response was awarded two marks.

7 Savannah Air is an airline operating routes from the UK to over 40 European destinations. Savannah Air is concerned about increased competition from other airlines and is considering using social media to respond to this threat.

(a) Explain **two** ways that Savannah Air can use social media to respond to the concern about competition from other airlines.

(4)

1 They could go on facebook and put up competitions to grab more peoples attentions.

2 They could also could go on twiliter and ~~offer~~ advertise and promote deals.

In this response, the student has identified two ways that Savannah Air can use social media to respond to competition from other airlines.

In the first response, the way is use Facebook to grab people's attention/to raise awareness for one mark.

In the second response the way identified is to use Twitter to advertise and promote deals- marketing campaign, for one mark. Neither way identified in each response was connected to a valid explanation.

This response was awarded 0 marks.

7 Savannah Air is an airline operating routes from the UK to over 40 European destinations. Savannah Air is concerned about increased competition from other airlines and is considering using social media to respond to this threat.

(a) Explain **two** ways that Savannah Air can use social media to respond to the concern about competition from other airlines.

(4)

- 1 Savannah air should hire an IT department to help them advertise and promote their business more on social media because they specialise in that and could do a really good job.
- 2 They should make a TV advert with a celebrity starring in it to make people see their great holidays and to make them think they want to go there.

In neither response has the student identified a valid or relevant way.

The first response, while mentioning IT and social media, focuses on improving social media and not how to use social media to respond to competition.

The second response focuses on TV advertisement, which is not social media. There are no explanations evident.

**Q7b) Targeted Specification Point: C2 Opportunities-exchange rate fluctuation.**

Many students showed limited understanding of this aspect of the specification. Many students struggled to give answers that were valid when considering one way that exchange rate fluctuations could provide a business opportunity for Savannah Air when buying its fuel in US dollars (USD).

There were few students who achieved the 2 available marks. The most common response that gained one mark was "more fuel for less money".

Students need to have a firmer understanding of the variety of opportunities and threats to which travel and tourism businesses may need to respond to.

Many students did not provide an explanation of an identified way, which limited the marks awarded. Improved exam technique is needed to support students in being able to provide an explanation.

This response was awarded 2 marks.

Savannah Air buys its fuel in US dollars (USD). *improve.*

(b) Explain **one** way exchange rate fluctuations could provide a business opportunity for **Savannah Air**.

(2)

*IF the pound is strong it will be worth more in US dollars, ~~there~~ therefore it is cheaper for them to buy fuel. IF the pound is strong they will get more people from UK flying to different destinations*

**(Total for Question 7 = 6 marks)**

A valid way was identified of the pound being strong against the dollar, so it is cheaper for Savannah Air to buy fuel and expanding on from the point that if the pound is strong, they will get more people flying to different destinations with them.

This response was awarded 1 mark.

Savannah Air buys its fuel in US dollars (USD).

(b) Explain **one** way exchange rate fluctuations could provide a business opportunity for **Savannah Air**.

(2)

The value of US dollars changes almost every year, sometimes it drops or get higher. If the value get higher hat the pound, it will then be more expensive to buy the fuel in US dollars. If it drops, it will then be cheaper.

The student scored one mark for identifying a way, in a generalised manner, that exchange rate fluctuations could provide Savannah Air with an opportunity but did not provide an explanation as to how.

This response was awarded 0 marks.

Savannah Air buys its fuel in US dollars (USD).

(b) Explain **one** way exchange rate fluctuations could provide a business opportunity for **Savannah Air**.

(2)

The UK's pound is much more stronger than US so its making profit for the business

This was a common response seen where students did not achieve any marks. Most students did not read the question correctly and assumed Savannah Air was buying in GBP, whereas the stem informs them it is in USD. As a result, response flipped around the fluctuation advantage.

**Q8)**

**Targeted Specification Point: C2**

**Opportunities/threats- impact on local businesses**

This question allowed students to demonstrate their knowledge and understanding of the effects that government investment in infrastructure projects on travel and tourism businesses in England's seaside resorts.

Students generally understood the scenario and were able to understand the effects of government investment in infrastructure projects on travel and tourism businesses and the general nature of England's seaside resorts.

Students who did not achieve high marks on the question tended to identify effects on seaside resorts such as more/less visitors, more money for local businesses. These students did not discuss key points in depth, and as a result limited the number of marks they could have achieved.

Many students discussed the effects such as developing new products and services, for example, bike hire, new cafes and restaurants, which would attract and appeal to more visitors. This would also lead to increased visitor spend in shops, cafes, restaurants and local attractions. In these instances, students were able to discuss some of their points, allowing them to achieve marks in the mid-range.

Students who achieved marks in the top band were able to recognise that government investment in infrastructure projects could have both positive and negative effects on travel and tourism businesses.

Positive effects such as the refurbishment of the pier would lead to jobs in the construction industry and renovation of not only the pier but also the seafront and footpaths. There would be more opportunity for jobs for local people in cafes, hotels, attractions and shops. Investment could come from outside the area to raise the appeal. Negative effects discussed included local cafes and businesses may not benefit if national chains moved in and the seasonality of jobs for local people.

Students need to focus their responses more towards travel and tourism businesses and less on the customer. This will allow a more detailed response and allow the student to provide a more travel and tourism based examples to be discussed.



This response was awarded 2 marks- Level 1.

Discuss the possible effects of government investment in infrastructure on travel and tourism businesses in England's seaside resorts.

The effects are that it will give it a better <sup>(8)</sup>  
~~image and~~ image and make people want to go  
as it not old fashioned.

Secondly it bring new kinds of customer types  
to area such as cyclists as because they can  
cycle there now.

Thirdly ~~the~~ the development could ~~cause~~ cause a  
decline to visitor numbers as it was not  
it use to be ~~and~~ and it is completely  
different.

The student has identified a few points- better image and new kinds of customer types, but has been unable to discuss them in detail and as a result, marks were awarded at the midpoint of Level 1.

This response was awarded 5 marks- Level 2.

Discuss the possible effects of government investment in infrastructure on travel and tourism businesses in England's seaside resorts.

(8)

With the government improving the infrastructure it could make the population numbers increase since new facilities and attractions will be restored which will attract families. Also it will improve many businesses and make them attract more customers especially if its begin advertised about the infrastructure happening on the pier, this will be ideal for people who are on staycations and domestic tourist. This will also be a positive effect since more disposable income

will be coming in making the city have an increase in income. With new cycle ways and footpaths being installed it will encourage tourists to be eco friendly and go on a bike ride rather than using a car or public transport. ~~and with new~~  
~~footpaths being installed it will~~ encourage tourists to be eco friendly and go on a bike ride rather than using a car or public transport. With a fund of £36 million going towards the investment of the infrastructure they can add better hotels so visitors who may tend to stay over, this will develop the travel industry massively since they will be getting all of there earnings back.

The student has identified a range of points and discussed some in detail. Most of the points are applied and relevant to the possible effects of government infrastructure on travel and tourism businesses in England's seaside resorts

This response was awarded 7 marks- Level 3.

Discuss the possible effects of government investment in infrastructure on travel and tourism businesses in England's seaside resorts.

(8)

New jobs are created in regards to the piers being restored as in when the pier will have eating outlets, shops, arcades ect. All these are potential positions for employment.

New businesses near the seaside may open up e.g. Hotels, B&B's this will encourage visitors to the many seaside resorts which in time may result in the resorts becoming popular.

Due to the government investments made visitors from local areas ~~will~~ may start to increase therefore domestic tourism will start booming as well as visitors from abroad may visit these seaside resorts.

More active visitors will visit these waterfronts due to the new pathways and cycle routes this helps with transport methods for those wanting to get to and from the beach. Especially for days out along the beach, families, older couples and different aged individuals will use these.

The new refurbished resorts in England may help with tourism in the events such as airshows, Para music days could be held at England's seaside resorts and become a yearly event that happens each year and helps with the popularity of the destination with the increased numbers of visitors to the beaches especially for these events.

The student has identified a range of points and discussed them in a well-balanced answer. There is a clear link to the effects on travel and tourism businesses in seaside resorts from the investment in infrastructure with an in depth discussion linking the points throughout.

Centres are advised that when student answer the final question on these papers, they need to read the question and understand the command verb being used to be able to achieve a higher marks.

## Summary

In preparing for this external assessment, students 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”, the “reason” or the “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. Therefore, if only one response is given 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.
- Check whom the given ways or reasons or disadvantages and advantages are aimed at. Is it the customer or the organisation described in the stem of the question?
- Be prepared for, and plan for 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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