

Lead Examiner Report January 2019

**BTEC Level 1 / Level 2 First
Award in Travel and Tourism
Unit 1: The UK Travel and
Tourism Sector**

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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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

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Unit 1: The UK Travel and Tourism Sector

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	13	22	31	40

Introduction

This report has been written by the Lead Examiner for the BTEC Unit 1 - The UK Travel and Tourism Sector. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses together with sample responses. We hope this will help you to prepare your learners for future examination series. It is useful to read this report in conjunction with the question paper and mark scheme.

There have been improvements in performance this series and it was pleasing to see there were few instances of learners only selecting one response in the multiple response questions and that most had attempted all questions and many were well prepared to answer the last question effectively.

Overall most topics in the unit specification seem to have been taught well. Learners that were prepared for the extended question tended to score well accessing the higher marks with balanced and detailed consideration of the pros and cons of both options.

Where high marks were achieved these learners demonstrated a good understanding of the unit content, an awareness of question requirements and a familiarity with the language terms contained within the specification.

There are still some areas of the unit specification that learners appear to be unfamiliar with. Centres are reminded that the entire specification is in the scope for this exam.

Introduction to the Overall Performance of the Unit

This qualification is now well established and it was pleasing to see continued improvements overall and evidence of centres accessing past question papers, mark schemes and previous Lead Examiner reports to help their learners prepare for the examination. These documents can be downloaded here

<https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html>.

All marks available were accessed and the paper successfully discriminated across all abilities.

Despite some improvements, a few questions did not perform as expected. The main reasons for this were learners completely misreading the question especially 1d and 5bii or else a lack of knowledge of the unit content on 3a and 5a. On some questions,

learner responses lacked clarity and precision and this hindered achievement as seen on 1bii, 1c and 4c.

The concept of commercial partnerships continue to present a challenge this series some low scores were the result of learners misreading the question. Equally knowledge and understanding of economic effects of travel and tourism at a local level is not well embedded amongst most of the cohort.

Centres are advised to ensure that learners avoid bias, stereotypes and assumptions seen in 4b 'older people can't walk or drive' and 4c reference to 'older people not able to use technology' and 7 'travel agents scamming you'.

It is important that learners are aware that when a scenario is given they need to use this in their answers. However they should not copy or repeat parts of the scenario, they need to show their understanding by interpreting the information in their own words. Examiners are looking for context and relevance to the given situation so marks are not awarded where learners provide generic, vague responses.

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 content of specification.

There were a number of instances where learners wrote lengthy responses to some of the earlier questions worth one or two marks. It is important that they are given the opportunity to practice how to respond to the shorter questions. Writing concisely is a skill that takes practice but it would mean that learners may then have more time to consider their answer to the extended question.

As seen in previous series on the more complex questions generally worth 4 marks that require an explanation many learners do 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.

Learners do need to read all questions with great care and identify what is being asked of them and then to check that the response given answers the actual question.

Individual Questions

The following section considers each question on the paper, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Q1a

Learners had to identify two types of specialist travel in this multiple choice question. In general it was very well answered and performed as expected for this cohort and most gained both marks. Some did not recognise 'health' as being a type of specialist travel; this is in the specification and should be covered.

Q1bi

This multiple response question performed very well and most learners gained both marks by correctly identifying two examples of inbound tourism to the UK. Where both marks were not gained it generally was C that they did not get, possibly suggesting a limited awareness amongst some that Northern Ireland is part of the UK.

Q1bii

Whilst this question was relatively well answered a significant number of learners failed to score due to lack of precision and clarity in their responses. The best responses were those that gave the specific definition as in the specification. Many simply said 'tourism in the UK' or 'travelling in the same country' and showed a lack of understanding that domestic involves the country 'you live in'; some just gave examples such as Bath to London which could not be credited as the question had not asked for an example.

This response gained 0 marks.

(b) (ii) What is domestic tourism?

(1)

Taking trips within the UK

To have gained the mark, this learner needed to have written 'when UK residents take trips within the UK'. As it stands this could apply to inbound tourism so is too vague.

This response gained 1 mark.

(b) (ii) What is domestic tourism?

(1)

Travelling or taking a holiday in your own country for example London - Wales.

This response is clear and precise and as given in the specification. An example is added to show understanding although this was not asked for.

Q1c

This question generated variable responses. It required learners to give one reason for business travel. Overall most learners gained the mark and the most popular responses were 'meetings' and 'conference'. Misunderstanding was evident where learners described business travel such as 'travelling overseas to work' or gave ideas about going to form partnerships. Reasons for business travel should be covered as listed in the specification.

This response gained 0 marks.

(c) Give **one** reason for business travel.

(1)

might have a Job somewhere else

The learner has misunderstood or perhaps did not know the reasons listed in the unit content.

This response gained 1 mark.

(c) Give **one** reason for business travel.

(1)

To travel to another country for
a conference

The mark was awarded for 'conference'. Many wrote too much and assumed it had to involve overseas travel so it is evident that this is a weak area in terms of understanding.

Q1d

This question was not well answered by most learners that did not gain the mark and it was one of the worst performing questions on the paper. Learners entirely misunderstood or misread the requirement for a 'type' of visitor attraction. The majority gave an example, most commonly theme parks or else named an actual attraction such as 'Alton Towers'. Only the most able realised one of the three types given in the specification was required and gained the mark. Whilst the range of examples offered showed a good understanding of visitor attractions, learners need to know the difference between one 'type' and one 'example'.

This response gained 0 marks.

(d) State **one** type of visitor attraction.

(1)

London Eye Stone henge

This learner was clearly knew about visitor attractions but has given named examples of actual attractions.

This response gained 1 mark.

(d) State **one** type of visitor attraction.

(1)

~~Theme park - Madame~~
Natural attractions

Thankfully this learner changed their mind and gained the mark for understanding 'natural' is one of the types as given in the unit specification.

Q2a – Q2d

These questions were answered accurately by the majority who were able to extract the correct data from the table on domestic tourism. Q2d was slightly less accurate but overall the questions were successful with learners demonstrating an ability to interpret data at this level.

Q3a

This question generated a mixed response and was not particularly well answered by most. The most common incorrect responses related to roles of travel agents. Perhaps having ABTA as an example had unintentionally caused this. However common correct roles seen included 'representing members' and 'regulation'. Roles of trade and professional bodies are in the specification and should be covered along with consideration also of the specific roles of all of these organisations.

This response gained 1 mark.

(a) State **one** role of organisations such as ABTA.

(1)

They represent their members to the government.

Q3b

This proved to be a harder question than intended for this cohort and few gained the mark for 'Independent'. A wide range of suggestions were offered the most popular being 'International', 'Information' and 'In'. The Association of Independent Tour Operators, AITO is in the specification and the low scores seem to reflect a gap in knowledge of the specification content. Learners should be aware of all the trade and professional bodies contained, their roles, products and services as well as their full titles and abbreviations.

Q3c

This was reasonably well answered by most learners who provided an appropriate advantage of having travel insurance. The most popular referred to compensation, refunds, paying costs of hospital treatment. Weak responses often seemed to relate to car insurance; others repeated the word insurance or insure without any indication they knew what it was and failed to score.

This response gained 0 marks.

(c) State **one** advantage for customers of having travel insurance.

(1)

They are insured if they lose ~~or~~ personal items or if they have been stolen.

Whilst this learner had some understanding that it can relate to lost or stolen goods, a lack of precision and clarity meant no marks could be given. Re-using words given in the question is best avoided. All the learner needed to have written was 'covered' rather than 'insured'. This was a common mistake.

This response gained 1 mark.

(c) State **one** advantage for customers of having travel insurance.

(1)

If a tourist is hurt while on holiday,
medical bills will be able to get payed.

Good understanding is evident here. For the command 'state' learners only need to use a few words and 'will pay medical bills' was sufficient. The context however does help to confirm understanding.

Q3d

This multiple choice question proved more challenging than intended, and many did not score, but it performed well in differentiating learners. The more able correctly recognised that private organisations are owned or controlled by shareholders. Where learners did not gain the mark it would appear there is a gap in knowledge of this topic in the specification.

Q4a

This was the most popular question on the paper and the majority of learners picked up some marks here for stating ways coach operators keep passengers safe. Few blank responses were seen and it was pleasing to see many gaining 3 or 4 marks. The best responses demonstrated a good awareness of road safety in the UK and the equipment and facilities provided to keep coach passengers safe. Popular correct responses included fire exits, seatbelts, vehicle checks, hammers to break windows, qualified drivers and emergency exits. The weak responses often gave ways for passengers more related to global travel by air, sea or by rail and included baggage/security checks, conductors; others misunderstand and wrote about passengers' wellbeing such as comfortable seats. Other popular incorrect responses reflected the learners' own experiences of travelling on the school bus – no food, stay seated.

This response gained 0 marks.

(a) State **four** ways coach operators such as GoExpress keep their passengers safe.

(4)

1 Have air bags

2 Small windows or ~~ticket~~ make sure they are locked

3 make sure there is no luggage in the middle of the walk way

4 Have extra staff on board to check everyone is ok.

None of the ways provided are appropriate for coach/road travel in the UK showing a lack of knowledge. In the specification safety is given as one of the roles for passenger transport providers and learners are expected to understand the different issues for each type of transport. Here the scale was national so (at present) security checks of passengers and their bags are not appropriate.

This response gained 4 marks.

(a) State **four** ways coach operators such as GoExpress keep their passengers safe.

(4)

- 1 have seatbelts which ensured passenger safety if there is an accident.
- 2 have a fire exit on the coach in case of an emergency so people can escape.
- 3 keep luggage in a different compartment so they can evacuate the coach easily if possible.
- 4 have an experienced driver so the passengers are ensured safety on the road.

Four appropriate ways are given. Note the learner has written too much and provided an explanation for each. Learners need to practise how to respond to different command words and note the number of marks available. For the command 'state' this requires a short one or two word answer such as 'seat belts'. Here the learner may have wasted valuable time giving such a long response and should have been aware there was only 1 mark available for each way and made just one point.

Q4b

A mixed response to this question which differentiated abilities well and some high scores were seen. Details of a coach operator's holidays and customers were provided. Learners were required to explain two advantages of the holidays for customers. The best responses reflected a good level of understanding where learners wrote about the social aspect of travelling on a coach trip and making friends as a group with shared interests. Also the convenience of not needing to drive anywhere or worry about where to eat out were also popular. Often weak responses tended to demonstrate a bias towards semi-retired people 'not able to walk far' or they 'don't go out' and often repeated information given, gaining no marks. Overall

many gained marks here for identifying appropriate advantages although most then struggled to expand sufficiently to gain more marks.

This response gained 1 mark.

(b) Explain **two** advantages for **customers** of coach holidays with StyleTravel.

(4)

1 An advantage would be that they are collected from their homes which would save them the time and energy

2 Another advantage is that they provide accommodation to their passengers meaning that they already reserved a place for them to ~~the~~ stay during their UK seaside break holiday.

Some basic understanding is evident although this is poorly expressed. No marks were awarded for repeat of stimulus 'collected from home' however 1 mark was given for the expansion point linked to 'convenience'. The second response relates to accommodation being provided, this is given and the expansion does not say why this is an advantage for customers.

This response gained 3 marks.

(b) Explain **two advantages** for **customers** of coach holidays with StyleTravel.

(4)

- 1 All meals, transport, excursions, accommodation and entertainment are included, which saves the customer time and money when so they ~~looking for~~ don't have to look for separate parts of the holiday.
- 2 The coaches collected you from your home towns, so they won't have to pay for extra transport which saves them money.

The first part of both responses repeats information given (0 marks). However the learner has expanded on these. In the first response the explanation 'saves time and money' (1 mark) is offered before the advantage 'don't have to look for separate parts of the holiday' (1 mark). In the second a linked explanation is given 'no extra cost for transport' (1 mark). Saving money was not accepted.

Q4c

Learners were provided with details of a partnership between an organisation that looks after historic buildings and a coach operator offering holidays to seaside resorts. The question required learners to explain two advantages of the partnership for the coach operator. This question performed as expected for this cohort. Some very competent responses were seen from learners who clearly understood partnerships. The best responses often explained that the coach operator would be able to attract different types of customers and widen their customer base. Weak responses along the theme of 'more customers more money' showed a lack of understanding whilst others showed confusion with the question where they related to advantages for customers or else advantages for historic buildings. There was an improvement in those gaining marks for knowing the advantages but many really struggled to develop their responses or articulate their thoughts to offer a linked explanation to the actual partnership.

This response gained 0 marks.

(c) Explain **two** advantages of this partnership for StyleTravel.

(4)

- 1 Leads to more customers from both sides of the business which means more money ^{so} they can develop.
- 2 ~~Customers have a bigger range of options to choose from.~~
As StyleTravel are earning money, National Heritage will be protecting the environment.

(Total for Question 4 = 12 marks)

This is a typical weak response. The learner has not provided any advantages for Style Travel and the response is simplistic and vague.

This response gained 4 marks.

(c) Explain **two** advantages of this partnership for StyleTravel.

(4)

1 National Heritage can advertise StyleTravel therefore opening them up to a wider variety of customers willing to use their company.

2 They can share database ~~to~~ but also increase their profits by becoming a more known company so customers want to use them and feel safe using them. Could share ~~resources~~ ^{resources}.

A confident response. Advantage is shared advertising (1 mark) and explanation linked to a wider variety of customers (second mark). Advantage is increased reputation (1 mark) and explanation linked to trustworthy (second mark). This hasn't been expressed well but understanding is evident. Here also 'shared database' is another advantage but no relevant expansion given, as more than one advantage was provided the advantage giving the highest mark was awarded.

Q5a

This saw a mixed response and it was clear a significant number of learners were unfamiliar with this service. It is in the unit specification and learners should know about the role and services hotel concierges provide. Most did attempt the question but incorrectly gave services provided by reception, catering or housekeeping and did not score.

This response gained 0 marks.

(a) State **two** services a hotel concierge would provide for guests.

(2)

1 Two services a hotel concierge would provide for guests would
 2 be room service ~~of~~ and entertainment.

This is a typical incorrect response.

This response gained 2 marks.

(a) State **two** services a hotel concierge would provide for guests.

(2)

1 help with luggage

2 ^{give} advice on the best places to go such as restaurants, ~~restaurants~~ or cafés

The learner demonstrates an understanding of appropriate services provided by a hotel concierge.

Q5bi

This multiple choice question performed fairly well and most learners were able to select 'touchscreen display' from the choices given as an example of consumer technology used in hotels. Understanding of consumer technology was not always evident as some learners did not recognise that it is technology used by consumers, guests, customers rather than the business.

Q5bii

This was very disappointing and the question did not perform as expected for this cohort. Intended to be a straightforward question, most did not score any marks. It performed well in terms of discriminating learners as only the most able gained marks for giving appropriate advantages of online booking services for hotels. These included 'may not need as many staff'; 'can offer discounts'; 'update quickly'. However the majority of learners gave advantages from the customer perspective rather than a hotel's. Quite simply, they had not read the question carefully enough. Weak responses were also vague and not necessarily correct such as 'faster', 'easier' and 'cheaper'. Where the command is 'give' learners should be prepared to write more than one word. Such vague responses could relate to anything, are meaningless and not creditworthy. Learners are encouraged to be more precise with their responses.

This typical response gained 0 marks.

(ii) Give **two** advantages for hotels of having an online booking service.

(2)

1 Cheaper to book on-line.

2 Wider choice of options.

This is too vague and relates more to customers rather than advantages for the hotel.

This response gained 1 mark.

(1)

1. People can access it at anytime or anywhere

2. ~~there are no more bookings that normally would take~~
~~bookings have more time to do other things~~
 You can get more information about the place you are staying at and you can see photos

One mark was awarded for the first response. This is an advantage for both customers and hotels but the wording is clearly from the hotel's perspective. The second response is an advantage from the customer view. Many learners use the word 'you' this is inappropriate and best avoided.

This response gained 1 mark.

(ii) Give **two** advantages for hotels of having an online booking service.

(2)

1. Customers can book 24/7 so it becomes more accessible

2. The language on the website can be changed so it makes it easier for possible overseas visitors

One mark was awarded for the accessibility being 24/7. The second response is more about a website and a little too vague in terms of booking services.

Q5biii

The context for this question was a hotel's virtual tour and learners had to explain two disadvantages of the tour. It was reasonably well answered and many gave competent responses gaining at least 2 marks. The best responses referred to the tour being out of date with explanations linked to customers being disappointed or false advertising; others gained marks for identifying that it would be expensive to update or that it did not show all the facilities. Weaker responses reflected a lack of knowledge of virtual tours, some learners thought it was a live feed and guests would be 'spied' on, or be robbed if it showed their personal belongings. Virtual tour is in the unit specification and learners should know what this technology is and how it is used. Where learners gave generic disadvantages of technology, websites or problems accessing the Internet marks could not be awarded as they had not answered the question. Learners are reminded that if a scenario is given, their answers should be contextualised, applied or linked to the situation in the question. As seen in previous exams, some learners still show some prejudice suggesting 'older people cannot use technology'. It is hoped centres can work to overcome this negative and increasingly inaccurate viewpoint.

This response gained 1 mark.

(iii) Explain **two** disadvantages for The Larches of this virtual tour.

- (4)
- 1 The virtual tour could only show the best suites, giving the hotel a false image
 - 2 ~~The~~ The virtual tour may not be able to be used by older people who don't have access to the internet.

One mark was awarded for the expansion point relating to false advertising, 'image'. Many learners repeated the information given such as 'only shows the best rooms' as in this example. No marks can be awarded for directly lifting or repeating information given. Learners need to interpret it, for instance 'it does not show the full range of rooms'. No marks were awarded for the second disadvantage – it is not related to the actual tour and is also factually incorrect.

This response gained 3 marks.

(iii) Explain **two** disadvantages for The Larches of this virtual tour.

(4)

- 1 the virtual tour was created four years ago, the hotel might be re-constructed and not look the same anymore so guest will be disappointed.
- 2 The luxury hotel's virtual tour only shows the hotel room and facilities some ~~the~~ customers might want to look at the catering or the entertainment.

This shows some understanding and interpretation. One mark was awarded for the identification of a disadvantage 'not look the same any more' and one for the expansion point 'disappointed guests'. The second part is not well written but it is clear the learner understands the tour does not show all the facilities so a mark was awarded for this.

Q6

Learners were provided with details of events and festivals held out of season. The question required learners to explain three positive impacts of such on local economies, other than increased visitor spend which was given. It was not particularly well answered and many failed to score any marks. Learners struggled to articulate

their ideas and it is known that this topic is challenging for many. Whilst some offered 'multiplier effect' understanding was weak as they struggled to make the connection to the scenario and explain how it would be a positive impact. The best responses were seen where learners suggested that the farmer would earn extra income and this could be used to improve the farm. Overall marks were mainly gained for identifying an impact such as creating jobs or repeat visitors but most learners were unable to offer an expansion point linked to the situation. Very few recognised that holding out of season events helped towards sustainability.

This response gained 1 mark.

6 Explain three other positive impacts of such events and festivals on local economies.

1 The local shops / farmers could get paid quite a bit of money for food or using their lands

2 the christmas market is only for one month so there could be a lot of people showing up to see what they are selling

3 and during the star gazing events people could get cold and buy more blankets / coats / gloves and more and help the local stores. sell more things

One mark was awarded for the first point linked to farmers gaining extra income. The rest of the response shows the learner engages well with the scenario but responses are all about what people might spend money on.

This response gained 3 marks.

6 Explain **three other** positive impacts of such events and festivals on local economies.

1. Attracts customers and will make them want to come back again and they will spend more money.

2. Stalls will benefit as tourists will be buying things from stalls meaning that more stalls maybe able to open.

3. Also they will need staff to help with parking and transport creating more jobs for the local people

One mark was awarded for repeat business in the first response, the expansion point is a repeat of visitor spend which is also the theme of the second response. In the third response 2 marks were awarded for an appropriate impact of needing staff/jobs for parking linked to the local economy and scenario.

Q7

Learners were provided with details of a couple planning their overseas wedding and honeymoon. The question required learners to assess whether they should book independently or through a travel agent. Overall this question was answered quite well and as expected by most learners who engaged well with the scenario. A range of marks were awarded and it proved to be a useful discriminator of abilities. Few blank responses were seen this series.

It was pleasing to see that many learners were prepared for the last question and for this paper knew how to provide an assessment. Examiners commented on the number of learners that had planned out their response by listing advantages and disadvantages and jotted down notes.

Some learners did not achieve the higher marks even though they may have presented well-reasoned, balanced assessments of booking through a travel agent compared to booking independently. If they did not apply their responses to the scenario and gave generic assessments; these could only be awarded marks in Level 1. Similarly some learners only gave a list of advantages and disadvantages and gained Level 1 marks. Another common mistake seen this series was learners who did not provide an assessment and instead provided a detailed conclusion of 'the most suitable option'. These often just gave a description of the advantages of the selected option. Consideration of the negatives of that option was often not provided and assessment of the other option omitted entirely. For marks in Level 2 learners needed to consider advantages and disadvantages of both options applied to the suitability for the couple.

It would seem some learners have a limited understanding of the role of travel agents and the range of holidays and services they provide. A bias towards online booking 'you can get what you want' was evident and some learners demonstrated a limited awareness of the complexity of booking for a large group and the consequences of mistakes. Furthermore, a concern that has been reported on in past exams and raised again by many examiners was the biased and negative views about travel agents expressed by learners using derogatory terms 'they might scam you'.

The best responses were provided by learners that demonstrated a higher level of knowledge and understanding by referring to the security provided by using travel agents that belonged to ABTA and also ATOL. These often provided detailed assessments that considered the suitability of both options for the couple and often gained high Level 2 and Level 3 marks where they considered the complexities of booking a wedding for a large group and were able to provide relevant advantages and disadvantages of both options and a justified conclusion.

This response gained 3 marks.

7 Assess the most suitable booking option for the couple.

(8)

The most suitable booking option for the couple is by booking through a travel agency.

Th. @ Firstly this is more suitable because travel agents give you expert advice about how to get the best deal and the perfect option. The travel agents can sort out everything for you without no stress. This better by booking independently because they give you advice about the best possible arrangements.

This is a reasonable, basic assessment. There is no connection, application to the scenario and is generic so marks in Level 1 are appropriate.

This response gained 5 marks.

7 Assess the most suitable booking option for the couple.

(8)

If the couple booked through a travel agency, it could be more helpful because, they can tell the travel agent exactly what they want. This leads to there being a much less chance of anything going wrong, therefore they will have a better trip.

However, if they book independently they are more likely to save money because, they will be finding the best

deals for themselves. This leads to them having more money to spend on the wedding/honeymoon, ~~therefore they will have~~ and it more money or
In conclusion, I think that they should book with a travel agent because it's less stressful for the couple and there is less chance of something going wrong.

Secondly, A second way booking through the travel agency is more suitable for the couple is because if you book it online you can easily press the wrong things or you might not be able to use it properly. This gives using a travel agency more suitable because you don't have to do anything your self & they do it for you.

Again this is quite a basic assessment. It gained Level 2 marks because it considers both options, is applied to the situation and there is a conclusion.

This response gained 7 marks.

7 Assess the most suitable booking option for the couple.

(8)

If the couple were to go with option 1 and book through a travel agency, they would have almost ^{nothing} ~~everything~~ to arrange themselves so it would make it easier for them, ~~as~~ putting them under less stress. However, with the company (agency) booking it all, they may not like what they are going to receive as it may not be what they wanted. Going with option 2 would give the whole wedding/honeymoon a more personal touch as everything has been done by them, however it may put them under a lot of extra stress. If booking through a travel agency, they would be insured that

everything is correct, however if they booked
 independantly they may make some kind
 of mistake (e.g. wrong transfer). If
 they booked with the agency it would
 be most likely that the things such
 as photographer and evening entertainment
 will be at a high standard as the
 agency will be familiar with this type
 of thing however if they booked
 independantly they may book something
 that is not at a high standard but
 cheap as they will not know people in
 the area to ask for recommendations.
 If booking with a travel agency
 they would not be let down by
 the wedding ceremony or dinner as
 if something did go wrong the agency
 would be able to pack it up and ^{arrange} ~~red~~
 something last min, however if they did
 it themselves ~~they would~~ ^{and something}

(Total for Question 7 = 8 marks)

went wrong they would TOTAL FOR PAPER = 50 MARKS
 have no one to ask.

The learner has provided a range of relevant advantages and disadvantages for both options. The assessment is fully applied to the couple and the scenario and is detailed. A justified conclusion has not been provided so a mark at the low end of Level 3 was awarded.

Summary

Based on their performance of this paper, learners should:

- Know the difference between what is meant by 'type' and 'example'.
- Know what the command 'assess', 'evaluate' and 'discuss' require and practice writing and structuring long answer responses to have the best chance to access all marks available on the paper.
- Be familiar with the terminology used in the specification as these words will be repeated in the exam paper; eg: concierge, roles, virtual tour, domestic tourism, private, consumer technology, partnerships.
- Practice writing short answers for commands such as give and state to avoid wasting time in the exam.
- Read each question carefully and underline or highlight the key words of the question to keep focus.
- Observe the marks available as a guide to the depth of response required. 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. back to the scenario given.
- Re-read answers back and then check it does answer the question
- Avoid using the word 'you' when answering questions, practice using the language of the specification.
- Avoid discriminatory, subjective biased views and jargon words such as 'scam'

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