Lead Examiner Report January 2019

BTEC Level 1 / Level 2 First Award in Travel and Tourism Unit 7: Travel and Tourism Business Environments

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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 7: Travel and Tourism Business Environments

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

Introduction

This report has been written by the Lead Examiner for the BTEC unit 7 – Travel and Tourism Business Environments. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief analysis of learner responses. The report should be considered with the external assessment and corresponding mark scheme.

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

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 papers, mark schemes and previous reports to help their learners prepare for the examination.

Reports from past series have reinforced the need for learners to have an in depth knowledge of the entire unit content terms as detailed in the specification. There were fewer instances of learners failing to score due to lack of familiarity with the language, key terms and concepts of the unit specification. However there were more instances where learners failed to score as they did not understand advantages and disadvantages; which was apparent in Q2.

It was disappointing where learners were not clear about the impact. For example, in question 3b, they did not give an impact on inbound, outbound or domestic, without stating this it was not possible show a full understanding.

Additionally there were still many instances of learners either misreading the questions or wrongly anticipating a different question. This was most evident in Q6c and Q9.

It is disappointing where there are two marks available on the multiple response question (MRQ) 1c when learners only give one answer even though the instruction was clearly highlighted to indicate they should choose two.

Learners are also reminded that when a scenario is given they need to ensure that this is used in their responses. Examiners are looking for context and relevance to the

given situation so marks are not awarded where learners provide generic, vague responses.

Overall most learners engaged well with the questions and scenarios. 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 to the terms, concepts and the language of the unit specification. The content of question papers is driven by the specification.

Learners are reminded of the need to read all questions with great care and to check that the response given answers the actual question. In particular if there are emboldened words in the question to ensure that these are used in the answer.

As seen in previous series on the more complex questions requiring 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. Or one of the possible two marks if it was a two mark question.

Overall many learners wrote confident responses and fewer blank responses were seen this series as the majority of learners attempted all of the questions.

Learners need to be familiar with all possible command words used in the last question. This series the command was 'discuss' but learners should be taking note of what specifically they need to discuss; some learners anticipated that it was about the impact on the town or existing travel and tourism businesses. Learners must have read the question to understand it was about response to opportunities for travel and tourism businesses.

Individual Questions

Q1(a) This multiple-choice question (MCQ) was well answered by the majority who scored one mark for correctly identifying 'local' as the geographical scale of the organisation. Where learners selected the incorrect response they may not have read or correctly interpreted the sentence proceeding the question.

Q1(b) This was well answered by the majority who gained one mark for correctly giving one 'other' type of business size. Some learners did not score as they answered with the word 'medium' on its own, rather than the full description of (SME) or small and medium enterprises. Or for giving the response of small or micro and therefore not acknowledging the question stem.

Q1(c) This multiple response question (MRQ) was well answered by the majority. It was disappointing where some learners only selected one answer. Learners should be aware that the paper includes MRQs as well as perhaps the more common multiple-choice questions (MCQ).

Q1(d) This was answered reasonably well, often learners responded with 'communication is quicker' and 'fewer levels/layers' as the most popular advantages given. Where learners failed to score it was clear that they did not know the advantages of a flat structure.

Q1(e) This question was answered reasonably well with answers related to 'control over who owns shares' and 'limited liability' being the most popular responses. Some learners incorrectly answered as they gave vague answers such as 'owned by individual shareholders' or 'profit goes to that company' and therefore did not clearly understand the advantages. Some also failed to score as they gave answers that were not related to private limited companies.

Q1(f) The majority of learners correctly answered this multiple-choice question (MCQ), giving one 'other' type of business ownership.

Q2(a) This question was giving basic recall from the mark scheme and was answered reasonably well with 'Advertising/Promotion, Administration' and 'Online Services' being the most popular responses from the mark scheme . Some learners who failed to gain a mark answered using the specification content for internal departments rather than external services.

Q2(b) This question was answered reasonably well, however some learners answered using the advantages and disadvantages from the specification content rather than the functions of external services. There were few responses seen from the specification content for the functions of 'brand development' and 'public relations'

Q2 (c) This was not answered particularly well as learners failed to score on this question where they did not know advantages and disadvantages of external services.

Q3(a)(i) The two data questions were answered well, the majority of learners answered this Multiple Choice Question (MCQ) correctly.

Q3aii The majority of learners answered this Multiple Choice Question (MCQ) correctly.

Q3b Many learners failed to score a mark, as they had not correctly identified an impact on a particular type of tourism (increase in inbound, domestic or decrease in outbound), so failed to show an understanding of how the exchange rate fluctuation would have an effect on UK tourism. Also, some learners did not correctly understand how the currency rate fluctuation would impact UK tourism, so gave more affordable when it should have been less or the other way around.
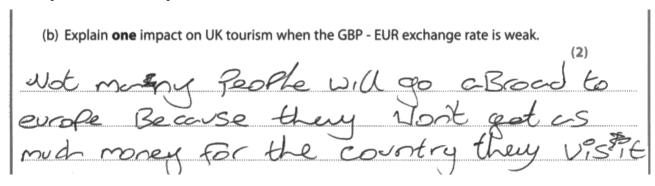
The response below scored 0 marks as there is no clear identification of the type of tourism and there is a repeat of the question stem for the expansion point.

> (b) Explain **one** impact on UK tourism when the GBP - EUR exchange rate is weak.
> (2)
>
> less holidays will be being made as the ~~~~ ~~~~ GBP - EUR exchange rate will be weak.

Total 0 marks

The response below scored two marks as the learner correctly identified 'less people will travel outbound' and gave a correct expansion point as 'they will not get us much money for the country visited'.

> (b) Explain **one** impact on UK tourism when the GBP - EUR exchange rate is weak.
> (2)
>
> Not many People will go aBroad to europe Because they Dont get as much money for the country they visit

Total 2 marks

Q3c This question was basic recall from the specification and was answered well as many learners answered correctly and identified an economic trend. Employment rates/changing levels of employment and disposable income were the most popular

responses. Some learners failed to gain a mark as they answered by giving non-economic trends.

Q4a This question was not answered particularly well. Many learners failed to score as they did not clearly show understanding of the term takeover. Often they repeated the term ' take over' as the definition, rather than responding 'purchase' or the other giving the other responses from the mark scheme.

Q4b This question was answered reasonably well with the responses 'mergers' and 'changes in staffing structure' from the mark scheme being the most popular responses.

Q4c This question asked learners to show understanding of why product life cycle decline is a business risk. Many learners failed to score two marks in this question as they failed to give the expansion point. Many learners did gain one mark as they were able to identify that product life cycle decline means that fewer products/holidays/nights sold or reduced demand. The response below was a typica response scoring one mark as the identification of 'dropping in sales' was given. There was no expansion point given to score the second mark.

> (c) Explain **one** reason why product life cycle decline is a risk to travel and tourism organisations.
>
> (2)
>
> Product life cycle decline means that the Product is dropping in sales or service. Or maybe even not selling anymore.

Total 1 mark

The response below showed a clear understanding about product life cycle decline and risk to travel and tourism businesses. It scored two marks as they identified that travel and tourism organisations will have to 'bring out new products as the last ones have started to decline'. With a correct expansion point about the risk to travel and tourism businesses as it 'will cost money'.

(c) Explain **one** reason why product life cycle decline is a risk to travel and tourism organisations.

(2)

> Because they have to keep spending
> Money to bring out a new
> Product because the last one
> has started to decline in sales

Total 2 marks

Q5a This was a popular question and it was pleasing and clear to see that that the majority of learners did understand the term 'tailor made'. This question was answered very well, the majority of learners scored one mark as they correctly defined the term 'tailor made holiday' as a holiday 'put together to suit customers needs' or 'specifically designed for one person'.

Q5b This question was about product and service trends-boutique hotels and asked learners to apply this to a scenario about a couple celebrating a wedding anniversary. Although it was clear that some learners did not know what a boutique hotel was and answered in relation to other types of hotels such as a budget hotel, so for example identified the reason as being 'cheap'. Many learners were able to score one mark for correctly identifying a boutique hotel would be 'luxury/exclusive' or similar terms such as unique/small/niche/fancy. However, many learners failed to score two marks on this question as they did not correctly expand on the reason why a boutique hotel would be suitable for the couple. Often learners repeated the question stem, 'it is their wedding anniversary' as an expansion point, so failed to score a second mark.

The response below is a typical response that scored one mark as the learner identified a boutique hotel as 'fancy' so a term related to luxury from the mark scheme. But repeated the question stem for the expansion point so no second mark.

(b) Explain **one** reason why a boutique hotel would be suitable accommodation for Lars and Anna.

(2)

> one Reason it will Be Sutable
> ~~accommodation~~ accomodation is
> Because it will Be a fancy Room
> and its the wedding aniversary.

Total 1 mark

The response below scored two marks as they correctly identified the hotel as being 'fancy' related to luxury from the mark scheme. They also gave a valid expansion point of 'celebrating an occasion' so want it to be 'remarkable' , applying the expansion point to the scenario given,

(b) Explain **one** reason why a boutique hotel would be suitable accommodation for Lars and Anna.

(2)

Because it isnt a long break and they are celebrating an occasion such as an aniversary if they would want it to be remembrance and staying at a fancy hotel will do this.

Total 2 marks

Q5c Many learners failed to score on this question as they did not clearly understand the question was about electronic ticketing. However, the majority of learners did understand that it was related to improving the customer experience. Learners frequently provided responses that were about online booking or online check in. Or they gave general answers such as 'saves time' and 'quicker' with no specific way. Quicker/faster are not valid ways as showing or purchasing a physical/paper ticket can be just as quick. Where learners did respond they often gained one mark for an identification such as 'convenience', however many did not go onto provide an expansion point. The most popular expansion point given was 'customers would not lose their tickets'.

A typical response below shows a confusion between electronic ticketing and online booking and scored 0 marks as electronic ticketing is not necessarily quicker to book and the expansion point is not a relevant response as could apply to paper based or electronic tickets.

(c) Explain **one** way electronic ticketing will improve the customer experience.

(2)

The electronic ticketing will allow the customers to book quicker and also they could book it any time of day that they want.

Total 0 marks

In the response below there is a valid identification point related to 'more secure' on the mark scheme, 'stored electronically'. Also a valid linked expansion has been given about the customers not having 'to worry about losing tickets.

> (c) Explain **one** way electronic ticketing will improve the customer experience.
> (2)
>
> one way electronic ticketing will improve the customer experience is that customer's won't have to worry about losing their ticket because it is ~~secure~~ stored electronicly. This is called M ticketing and e ticketing.
>
> (Total for Question 5 = 5 marks)
>
> This will lead to customers having a better experience.

Total 2 marks.

Q6a This Multiple Choice Question (MCQ) using the data was very well answered as many learners were able to identify the correct visitor attraction, with the greatest decrease in visitor numbers between 2015-2016.

Q6b This was a challenging question and many learners failed to score an identification point on this question as they did not provide both a market research type and a purpose. Where learners only provide a market research type such as 'surveys' but not a purpose such as 'to find out what customers like' they failed to gain a mark for identification. Often learners gave the purpose 'to find out what customers like' but not the market research type so again failed to score a mark for identification. Some learners were able to score a mark for providing a correct expansion point only, such as 'to find out what improvements/additions customers want'. Some learners only scored one identification point if they gave two different types of market research but repeated the purpose. Mystery shoppers, surveys and questionnaires where the most popular types of market research that scored a mark for identification with a given purpose. There were fewer learners responding with other examples of market research such as monitor/research competition activity and analyse visitor data or gather customer contact details.

The response below was a typical response where the learner did not understand the question was about market research, not advertising and promotion so failed to score any marks.

(b) Explain **two** ways market research could help Sherwood Maritime Museum to continue to increase visitor numbers.

(4)

1 More adverts so people will find it more attractive because of the ideas that you have

2 Have more ideas so that people that have already visited can tell other people about it and then more money will be invested

Total marks 0

The response below was a typical response where the learner gave a market research purpose without a type of market research in the first identification. They gave a valid identification of monitor competitors in the second way so scored 1 mark. But did not expand on how this would increase visitor numbers.

(b) Explain **two** ways market research could help Sherwood Maritime Museum to continue to increase visitor numbers.

(4)

1 Find out what existing customers and possible customers like about the museum to keep More old customers and attract new customers.

2 They could find out what other museums are doing and stay ahead of them.

Total 1 mark

The response below scored maximum 4 marks as two different types of market research with purposes were identified and different linked expansion points were

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given. 'idea of what customers are expecting' related to identifying customer needs on the mark scheme and 'see what sections need improving' on the mark scheme.

> **(b)** Explain **two** ways market research could help Sherwood Maritime Museum to continue to increase visitor numbers.
>
> (4)
>
> 1   They could put out survey's for visitors and see what they like which will give them the business an idea of what customers are expecting.
>
> 2   They could be called in as a Mystery Shopper as they will see what sections will need improving which will increase the number of visiting.

Total 4 marks.

Q6c This was a challenging question and was not answered particularly well. Many learners failed to score any marks on this question, as they did not understand that the question was about the ways seasonal trends can affect the 'operations' of the UK Visitor attractions. They may not have considered the emboldened word operations in the question. So many responses were given about the effect of seasonality on UK visitor attractions only.

Where learners did respond with a correct response about the effect on operations 'reducing opening hours/staffing in winter' was the most popular response. Other responses from the mark scheme were seen less often. Few learners went on to provide an expansion point to score two marks per way. Or provide two clear identification points for two ways.

The response below is a typical response where the learner has not given a response related to operations in the first way. In the second identification they have also given a general response about what happens in the summer months but have not considered the effect on operations.

(c) Explain **two** ways seasonal trends can affect the **operations** of UK visitor attractions.

(4)

1. Visitor attractions in winter won't be making money or not enough as summer

2. If an ~~ate~~ attration is too full in the summer this may put tourists off as they want to relax and not be overcrowded

Total 0 marks

In the response below they have identified 'have less staff in the winter' and also close down in the winter in the second point. Both points are valid but on the same point in the mark scheme so 1 mark is given for identification. There is no valid expansion point on either response related to avoid wasting resources from the mark scheme.

(c) Explain **two** ways seasonal trends can affect the **operations** of UK visitor attractions.

(4)

1. It means that some attractions have to let staff go as they dont have enough customers

2. It can mean less profit to keep the attraction going in winter months so they have to shut down for those months and re open or close alltogether.

(Total for Question 6 = 9 marks)

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Total 1 point.

Q7 This was a popular question and it was quite well answered, and many learners scored one mark for identification. As they were able to correctly identify that having the TV series filmed in the village would 'create increased interest in an area'. Few learners went on to score two marks and provide a linked expansion or they provided an expansion that was not related to new products or services ideas. Where linked expansions were provided development of coach trips/guided tours/events were the most popular responses. Where learners failed to score a mark they were not applying the scenario about media influences on new products and services and gave answers related to aspects of the scenario such as 'fishing'.

The answer below shows a good understanding of the question as it is recognised that the TV show's popularity will increase popularity of the village as an identification point, they go onto give two product and service ideas, both souvenirs and tour guides are valid responses.

The response below is a typical response where the learner gives a valid identification point, 'fans will be attracted to the village'. But there is no valid product or service idea for the expansion mark.

> **7** Television is one type of media that can influence the development of new products and services in the travel and tourism sector.
>
> A small fishing village on the south coast of England has been used as a location for a popular television series.
>
> Explain **one** way using the village as the location for a television series could influence the development of new products and services.
>
> People who watch the show or "fans" will be attracted to this village because they will want to see where it was filmed, to see is they can recognise any locations and this will attract more visitors so to village
>
> **(Total for Question 7 = 2 marks)**

7 Television is one type of media that can influence the development of new products and services in the travel and tourism sector.

A small fishing village on the south coast of England has been used as a location for a popular television series.

Explain **one** way using the village as the location for a television series could influence the development of new products and services.

If the television series becomes popular, the village would also become popular, people may want souvenirs from the village, people may also want hous, this would then create jobs, such as tour guides

(Total for Question 7 = 2 marks)

In the response below the learner understands that people 'will want to visit because they have seen it on TV' and also a valid expansion point of 'coach trips' as a new product or service idea.

7 Television is one type of media that can influence the development of new products and services in the travel and tourism sector.

A small fishing village on the south coast of England has been used as a location for a popular television series.

Explain **one** way using the village as the location for a television series could influence the development of new products and services.

The area could have a ~~webs~~ website for visitors to book because people will want to visit because they have seen it on tv. They could offer coach trips to the area.

Total 2 marks

Q8 This was a popular question and was answered reasonably well. As many learners were able to score one or two points for correctly identifying a way the spa resort could meet environmental concerns, energy efficient lighting/key cards/appliances were the most popular responses. Fewer learners went onto provide a linked

expansion or gave answers that were not appropriate to the scenario of a spa resort for example about 'protecting wildlife'.

In the response below the learner has given a vague response in the first identification. In the second identification they have not considered the scenario already gives reusing and recycling so they needed to answer with another way environmental concerns could be met. So fails to score a mark.

Explain **two other** ways escape&retreat can meet environmental concerns.

1 by using not much of electricity because it generates into wasted heat leaving the house which is bad for the environment.

2 not litter because plastic has alot to do with the environment so put bins everywhere so that people would put it in there instead of leaving it outside.

(Total for Question 8 = 4 marks)

Total marks 0

The response below is an example of a good response as in the first way there is a valid identification of a way 'locally sourced ingredients' and a valid expansion 'reduce the overall carbon footprint'. In the second way they identified 'lighting cards' within rooms to avoid wasting energy.

Explain **two other** ways escape&retreat can meet environmental concerns.

1 Escape & Retreat could use local sourced ingredients within the resturant to reduce the overall carbon footprint, this would reduce fuel in transporting the goods.

2 Escape & Retreat could introduce lighting cards within the rooms meaning that the lights would only turn on if the card is present, meaning that electricity wouldnt be wasted.

Total 4 marks.

Q9 Although it was pleasing to see that most learners showed an understanding of the scenario, that the Lost King Project is a new attraction in the small town. Many failed to consider the actual question as the discussion was about how travel and tourism businesses could respond to the opportunity of the Lost King Project. Many learners who did not score wrote in some cases a lengthy answer, but did not discuss how travel and tourism businesses could respond to the opportunity. Giving answers about the impact and affect on existing businesses and the town, so answers such as more visitors, more income. Where learners did consider the response to the opportunity they often identified a few points such as tours or packages and often repeated the same idea. The use of the bullet points in the scenario was focused on the open air event space and visitor centre. With few learners able to consider how travel and tourism businesses could respond using the displays of artwork by local artists or programme of special events given in the scenario.

In the response below the learner has identified a few key points of how travel and tourism businesses could respond. They have discussed 'hiring a coach for students for educational visits'. Travel companies could offer discounts and day trips. They also identify short breaks. So there are a few points identified but they are quite repetitive about trips and packages, but there is a few points discussed that are valid business responses to opportunities so Level 1 3 marks is scored

Discuss how travel and tourism businesses could respond to the opportunities offered by the Lost King Project.

(8)

travel and tourism businesses could use this as a way to gain profit this could be done by by hiring the coach for students so that they could go on an educational visit. Travel companies could offer discounts with booking through them this means that they could increase there customer numbers. Travel companies could put on day trips this means that more people would visit the area. This means that the visitor spend would increase. They could respond to new opportunities by offering a short break package for people that want to visit the lost king project this means that the local area would be benefiting but also the visitor spend in the local area would go up.

Overall the businesses could use this as a way to gain profit and income.

Level 1 -total 3 marks

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In the response below the learner has identified one key point with some detail, 'host concerts and shows in the outdoor event space'. The other points given are not valid as they are about the impact on the town.

> Discuss how travel and tourism businesses could respond to the opportunities offered by the Lost King Project.
>
> (8)
>
> Their are many ways te travel and tourism industry can respond to this.
>
> They can host many things like concerts and shows in te outdoor event space Which Will generate more revenue.
>
> However because this is a small town this Could cause a lot of congestion around the area and a lot of noise pollution so this is a disadvantage.

Level 1 -Total marks 2

The response below is an example of a response with a few key points described. 'Adding forms of transport' such as a 'taxi company could work with the attraction'. Use of the outdoor events space by 'events companies'. Ideas for opportunities in the visitor centre are also given so 'leaflets for different attractions' held there and a 'small café'. Events related to the artwork.

(8)

Travel and tourism businesses could respond to the opportunities by the lost king project by adding forms of transport at the attraction, for example a taxi company could work with the attraction- for people who cant get to and from. this way the taxi company will be making more profit. Also it says the outdoor event holds up to 800 people. Meaning they could get companys and ~~Festival~~ Event holds holds to use that space for different events. meaning both sides will make profit. The visiter centre building could have leaflets for different attractions in the area this is then good advertisment for some travel and tourism businesses. Also the visitor centre building may have a vending machine or a hot drinks machine maybe even a small cafe. It says there is a programme for special events again they could add diffrent adverts for different attraction

In this programme. The last thing would be artwork by local artists this would be great because more people and vistors will notice the work and the travel and tourism business could respond to this by offering events for there recent or new work, this would increase profit to both sides.

Level 2 -Total marks 6.

Summary

Based on their performance of this paper, learners should:

1. Study the specification to ensure all aspects that could be tested are known including which are Internal departments are which are external services. Be familiar with functions of external services and advantages and disadvantages of external services. Also know advantages and disadvantages of different forms of ownership and staffing structure

2. Know the language and all the content terms within the unit specification and be prepared to be tested on them.

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 especially in multiple response questions worth two marks. For two marks such as 'explain one reason/way/advantage' the answer needs to contain two separate points – one point should identify or state the 'way', 'reason' or 'advantage' and the second point should contain a connecting statement that is a development of the first point and links the 'way' etc. to the scenario given.

6. Re-read answers back and then check it answers what the question has actually asked for if there are two emboldened words make sure that the answer considers them both.

7. If a scenario is given use the information to answer the question to show application of understanding and knowledge.

8. 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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