# Lead Examiner Report June 2019

## BTEC Level 1 / Level 2 First in Travel and Tourism

## Unit 1: The UK Travel and Tourism Sector

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# Grade Boundaries

## What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, 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.

Grade boundaries for this, and all other papers, are on the website via this link:

http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Unit 1: The UK Travel and Tourism Sector

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

# Introduction

*This is the last exam for the current version of the Specification and will be replaced by Pearson BTEC Level 2 Firsts in Travel and Tourism (2018), BTEC Level 1/2 First Certificate/Extended Certificate/Extended Diploma in travel and Tourism (2018). These documents are available to download from*

*https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments&filterQuery=category:Pearson-UK:Document-Type%2FSpecification*

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.

It was very pleasing to see improvements in performance this series and most learners attempted all questions. This reflects the hard work taking place in centres to fully prepare their learners for the exam and that centres are accessing past question papers, mark schemes and previous Lead Examiner reports. These documents can be downloaded here https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html.

Overall most topics in the unit specification seem to have been taught well. 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

There have been improvements and all marks available were accessed; the paper successfully discriminated across all abilities.

On this paper there were fewer instances of learners misunderstanding question requirements with the notable exception of Question 7 that required a discussion. Most learners did not seem to recognise the requirements for the command 'discuss' and offered evaluations with conclusions and this hindered achievement of the higher marks. Others rewrote out all the data given at length with the only point 'more money came in' being made.

Some learners misread Question 1e which required two other types of specialist travel; it is thought they missed the word 'specialist' and instead offered types of travel or else types of tourism.

Lack of knowledge of unit content was evident in Question 2a with a significant proportion of learners failing to score, being unable to state two roles of regional tourist boards in the UK, Topic B.1. In addition there was a significant lack of knowledge of key organisations, Topic 3.2. Overall scores were low in Question 3b which tested knowledge of ORR and Question 3c which required two roles of the CAA. Learners are required to know the general roles of trade and professional bodies and ancillary organisations as listed in the unit content; teaching and learning should also include study of the specific roles (as well as types and products/services) of each organisation so learners understand their importance and benefits. In Question 4b there were some low scores and again learners are reminded to read the question carefully and check that their answer matches what has been asked. Some learners wrote about general consumer technology, websites, online bookings and did not apply their knowledge to air travel passengers. Furthermore no marks are awarded for vague, generalised explanations such as 'it's quicker/easier'. Learners are encouraged to avoid these generalisations and be more specific.

The other aspect of the unit content that continues to present learners with challenges is sustainable tourism, Topic A.3. This aspect of tourism is extremely relevant and destinations, attractions and organisations in the UK are implementing the principles. Whilst some learners seem to understand the theory they struggle to suggest realistic ways sustainable tourism can achieve the benefits as given in the unit content.

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 was an improvement overall on the more complex questions generally worth 4 or 6 marks that require an explanation. Some learners did not expand their responses sufficiently to provide an explanation of a valid point made and frequently only gained two of the possible four marks available.

This is an obvious reminder but 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

This multiple response question was answered well by many who correctly identified A – A group from Scotland visiting Norway and C – A family from Northern Ireland visiting Egypt as examples of outbound tourism from the UK.

### Q1b

This multiple response question was answered well by many who correctly identified D- Day trips and E – Visiting friends as two reasons for leisure travel.

### Q1c

This multiple choice question was answered well by the majority who gained the mark for choosing A – Events as the 'E' in MICE.

### Q1di

This was quite well answered by many leaners who showed an understanding of dark tourism and gave responses referring to travel associated with death or disaster; some wrote about where tragic events happened or suggested places associated with suffering or tragedy. Where misunderstanding occurred, learners mostly stated 'where something bad happened' and did not gain the mark. Other incorrect responses were

linked to a historic theme, as in places that had a 'dark historical past' or linked to dark literally such as 'travelling at night', albeit these were in the minority.

## Q1dii

This question required learners to give one example of dark tourism and was answered fairly well by many. The majority of responses were related to Auschwitz and concentration camps, very closely followed by Ground Zero, 9/11 and Twin Towers. WW1 and WW2 battlefields was also a popular response. It was pleasing to see many also gave Chernobyl and the Somme showing awareness of current news events and TV programmes. Where this question was misunderstood, learners gave responses linked to the death of family members, attending funerals and visiting graveyards.

## Q1diii

This question was quite well answered by most which was very pleasing as it has not been seen before. It required learners to give one example of adventure travel.  A wide range of responses were accepted as examples of adventure travel including destinations associated with adventure as well as adventurous activities people would travel to do. 'Mountain climbing/climbing Mount Everest' was one of the most popular responses showing that some learners follow current events. Also popular were safari, hiking, zip-wire and exploring rainforests. Where this question was misunderstood, learners were stated theme parks, skiing and general outdoor activities that could not be deemed adventurous.

## Q1e

This required learners to give two types of specialist travel, other than those given in the question. The question was answered well by many. The most popular correct types given were 'health' and 'education'. Some learners either missed the word 'specialist', misunderstood the question or simply did not know the answer and incorrectly gave types of tourism 'domestic', 'outbound' and 'inbound' tourism or types of travel 'business' and 'leisure'. These did not score.

## Q2a

This question was not answered well by many. Learners were required to state two roles of regional tourist boards in the UK.  Roles of regional tourist boards, agencies,

visitor and tourist information centres are clearly stated in the specification so this should have been straightforward. However scores were disappointingly low due to a lack of knowledge of the unit content; blank responses and misunderstanding were seen. Common incorrect roles related to border controls, security and immigration; others incorrectly related to the role of a travel agent, with many responses associated with booking holidays etc.  Where learners gained marks, generally these responses related to just two roles of 'providing information/advice/guidance' and 'encouraging visitors and promoting the region'.

## Q2bi

Learners were required to state one role of a housekeeper in a hotel. This is a new question and it was pleasing to see so many learners answer correctly and gain the mark available.  The most popular responses related to 'cleaning the rooms' as well as 'changing the towels' and 'making beds'. There were some common misunderstandings including 'room service', 'washing laundry', 'issuing keys' and security themed responses.

## Q2bii

This question required learners to state two types of accommodation, other than hotel.  It was very well answered by the majority who gave a range of correct responses. The most popular correct types were bed and breakfast and youth hostel; a number of learners also gave Airbnb

## Q2c

Learners were provided with a short scenario and required to give four advantages for Lorna of travelling by train rather than by car. Overall, it was pleasing to see this new style question answered so well by the majority of learners who engaged with the scenario and gave a wide range of relevant advantages. The best answers were short responses that clearly related to the situation. However some offered 'one word' responses lacking clarity such as 'safe' – examiners were looking for a comparative element. Again learners are reminded they need to be specific to show understanding, for instance 'travelling by train is safer'.  A surprising number of learners suggested that the train would be cheaper than driving and filling up with petrol and did not seem to think there is a cost to travel by train. Another common incorrect response was 'no traffic' as well as the train was 'better for the environment', or has a 'low carbon footprint'. The most popular correct advantage was that the train would be faster and quicker

compared to driving. Overall, it was good to see that most learners were taking time to think about the question and were attempting to achieve four marks. Many learners scored well and disappointingly only missed out on full marks because of the misunderstanding about the train being cheaper.  Some well-considered advantages were seen including being able to relax on the train compared with fatigue from driving.

This response gained 2 marks

Give **four** advantages for Lorna of travelling by train rather than by car.

(4)

1 train will go higher and constant speeds, so would get there faster.

2 Lorna would not have to do much other then relax on a train.

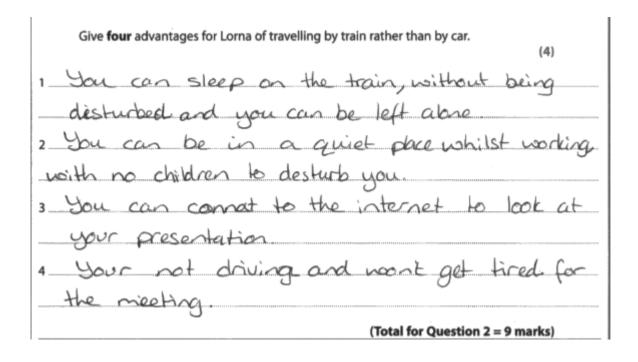3 Most likely cost less to get the train, rather than paying for lots of petrol.

4 train would be less polluting rather then by car

One mark was awarded for each of the first two advantages. The third advantage relates to comparative costs and is not necessarily correct. The fourth advantage is not relevant to the scenario.

This response gained 4 marks

> Give **four** advantages for Lorna of travelling by train rather than by car.
>
> (4)
>
> 1 You can sleep on the train, without being disturbed and you can be left alone.
>
> 2 You can be in a quiet place whilst working with no children to disturb you.
>
> 3 You can connect to the internet to look at your presentation.
>
> 4 Your not driving and wont get tired for the meeting.
>
> (Total for Question 2 = 9 marks)

Although the learner refers to 'you' throughout rather than relating to Lorna, these are four appropriate advantages related to the scenario. Full marks awarded.

## Q3a

This multiple choice question was answered reasonably well considering this concept is quite challenging. Many correctly identified B - 'travel agent merging with a travel agent' as an example of horizontal integration and gained the mark.

## Q3b

Knowledge of one the key organisations listed in the unit content was tested here. The question generated a wide range of creative and incorrect responses and it was evident that most learners were unfamiliar with ORR. The question was not well answered by the majority. Since the specification was published the ORR has changed its name from Office of Rail Regulations and is now the Office for Road and Rail. Both were accepted and it was good to see some learners aware of the new name.
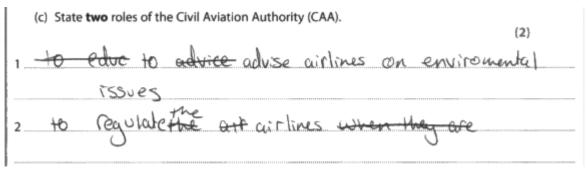
## Q3c

This question was not well answered by many who were unable to state two roles of the Civil Aviation Authority (CAA). Many learners did not attempt to answer the question. It was apparent that there is a lot of confusion between CAA and roles of organisations such as ABTA and there were many examples given relating to ATOL protected holidays. Popular incorrect responses were vague or generalised such as 'protect', 'keep people safe' or more appropriate for insurance such as compensation. Learners who had clearly studied the CAA were often able to provide correct responses they were mostly related to airline safety and regulations.

This response gained 1 mark.



(c) State **two** roles of the Civil Aviation Authority (CAA).

(2)

1  It's Making sure the airlines are doing their job properly

2  Safer

The first role was awarded 1 mark for 'regulating airlines'. The second role is too vague and did not gain a mark.

This response gained 2 marks



(c) State **two** roles of the Civil Aviation Authority (CAA).

(2)

1  to educ to advice advise airlines on environmental issues

2  to Regulate the art airlines when they are

Both roles are valid, specific and 2 marks were gained by the learner who clearly knew about the CAA.

## Q4a

This multiple choice question was answered well by the majority. They were able to correctly identify A – Post customer reviews, as one way organisations market and promote themselves on their websites.

## Q4b

This was answered well by most learners and was a very popular question. The question required learners to explain two ways technology has improved the customer experience for air travel passengers. Some learners mistakenly suggested online bookings, reviews and other web-based technologies when the focus was of the question 'air travel passengers' was the airport or flight experience. The more able learners understood what the question required and provided two appropriate ways related to the customer experience and technology at the airport or inflight. Some high scores were seen and popular correct ways given such as 'TV screens on the backs of seats mean that passengers can watch films/be entertained/aren't bored' and 'scanners at the airport means that passengers feel safer/means that no-one can board the plane with anything dangerous'. It was really good to see that some learners also referred to the retinal scanners and biometrics showing good understanding of newer technologies.

This response gained 2 marks.

(b) Explain **two** ways technology has improved the customer experience for air travel passengers.

(4)

1  Self checkings can be quicker for customers,

2  e-tickets could be purchased online making it quicker to buy a ticket.

The first way identified 'self-check in' was awarded 1 mark. Vague explanations 'easier/quicker' did not gain any marks and learners are reminded to be specific and apply their responses to the question demands and contexts. The second way

identified 'e-tickets' was awarded 1 mark, the explanation is a repeat of the first, too vague/general so did not gain a mark.

This response gained 4 marks.

> (b) Explain **two** ways technology has improved the customer experience for air travel passengers.
>
> (4)
>
> 1 The customers who are on aeroplanes can watch t.v. this means that they can enjoy the journey more. and
>
> 2 The customers can have e-tickets, this means that they can easily access their tickets and have a lower chance of losing their tickets.

The first way identified 'TV screens' and linked explanation 'enjoy the journey more' gained both available marks. The second way identified 'e-tickets' and linked explanation 'less likely to lose' also gained both marks available. The learner has kept the focus of the question throughout and is specific in writing about the customer experience for air travel passengers.

## Q4c

Learners were provided with a scenario about a small hotel group that was considering being listed on a comparison site to increase sales. This assessed understanding of online comparison sites and has not been tested much before. It generated a range of responses but overall it was pleasing to see many learners able to at least identify disadvantages for Crimi Hotels of being listed on CheapStay.com. Where learners did not score this was often due to either repeating the stimulus 'have to meet certain conditions' or misunderstanding the question and suggesting that the name 'CheapStay.com' would deter customers. The more able gave responses showing an understanding of comparison sites that made good use of the scenario provided. Popular responses referred to the disadvantage of the competition that Crimi would face and explanations detailing how being listed would not necessarily mean Crimi would be able to increase sales. Other popular disadvantages gave explanations linked

to the need to reducing prices and the risk to Crimi Hotels; others considered the issue of potential bad reviews on the comparison site which would not help them increase sales.
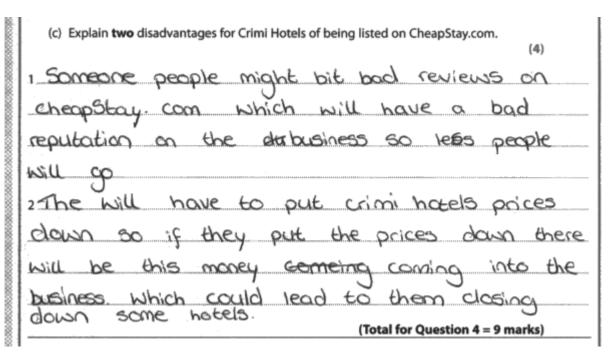
This response gained 2 marks.

(c) Explain **two** disadvantages for Crimi Hotels of being listed on CheapStay.com.

(4)

1 They would have to build more hotels as more people will want to stay in their hotel.

2 They might need to lower the price as the customers will see cheaper hotels and wont pick Crimi Hotels.

The first disadvantage is inappropriate and shows limited understanding, no marks were awarded. The second disadvantage identified 'reduce prices' with a linked explanation about competition gained both marks available.

This response gained 4 marks.

(c) Explain **two** disadvantages for Crimi Hotels of being listed on CheapStay.com.

(4)

1 Someone people might bit bad reviews on CheapStay.com which will have a bad reputation on the dtr business so less people will go

2 The will have to put crimi hotels prices down so if they put the prices down there will be this money someing coming into the business. Which could lead to them closing down some hotels.

(Total for Question 4 = 9 marks)

The first disadvantage identified 'bad reviews' on CheapStay.com and the linked explanation related to 'fewer sales/put people off booking' gained both marks available. The second disadvantage identified 'reduce prices' and explanation linked to the idea of 'risk' to Crimi's business gained both marks available. It is worth highlighting good exam technique and understanding evident here. The learner has a clear focus on the scenario throughout and is specific giving the names of the organisations helps to show application a higher level skill.

## Q5

This question was not particularly well answered by many. Learners were provided with a scenario about a visitor centre being built and how sustainable tourism could be achieved. Many learners did not attempt the question or often repeated what had been given in the stimulus 'sell local produce' and did not score. The topic of sustainable tourism remains poorly understood by many learners. The more able considered the scenario and gave valid ways such as 'give local people jobs in the centre'; 'provide recycling bins'; 'offer tours of the castle'; others gained marks for alternate energy sources and education. Popular ways that were simple yet appropriate ideas gained marks 'provide with recycling bins for visitors and staff so that waste is reduced/less goes to landfill'. Overall when asked for 'ways' learners are expected to first identify the method/measure ie stating what can be done and then explain how this will achieve whatever the context is.

This response gained 1 mark.

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5    Ambler is a popular tourist town with an historic castle. There are plans to build a new visitor centre, which will be open all year. It is hoped that the visitor centre will help achieve sustainable tourism.

Selling local produce is one way the planned visitor centre can help achieve sustainable tourism.

Explain **two other** ways the **visitor centre** can help achieve sustainable tourism in Ambler.

1  Use natural lighting

2  Plant trees

(Total for Question 5 = 4 marks)

Here the learner has clearly identified two ways but has not offered any explanation or expansion. The first way identified is too vague and this would be inappropriate so no marks were awarded. The second way, although still vague was awarded 1 mark for understanding that this is an appropriate way. A valid explanation could have been 'to restore habitats lost in the construction' or 'to create more space for nature around the centre'.

This response gained 4 marks.

Explain **two other** ways the **visitor centre** can help achieve sustainable tourism in Ambler.

1   The visitor centre can have volenteers working at the visitor centre so it brings the community together.

2   The visitor centre can sell ~~reused~~ material like wood so it helps not waste natral resources.

*furniture made by ← reused*

(Total for Question 5 = 4 marks)

The learner shows an understanding of sustainable tourism. The first identified way 'use volunteers' is appropriate for visitor centres and the expansion has implied links to the scenario and is relevant to the benefits of sustainable tourism and concern for communities. The second way identified 'sell furniture made from reused materials' is realistic for visitor centres and the explanation links to protecting the environment. Each way was awarded both marks available.

## Q6

This question was not answered well by many learners. The question required learners to explain three advantages for Venturer Tours of becoming part of the GR World corporate group. Different types of partnerships, are routinely tested so although overall some low scores were seen there were some reasonable responses from the more able learners who gave a range of appropriate advantages. As seen in past series learners often fail to score by giving vague responses such as 'they will get more customers which means more money'. On the whole expansion points were limited and so whilst many gained marks for the identification of advantages they often struggled to develop this and make the connection back to the scenario and GR World. Popular responses that scored well related to the scenario such as 'access to wider customer base as GR has 19 million customers so they can target them' and 'they can share resources with GR/use GR's skills and this will save them money'. To score on these types of questions learners must show they can apply their knowledge to the situation given, examiners are looking for some context.

This response gained 3 marks.

Explain **three** advantages for **Venturer Tours** of becoming part of the GR World corporate group.

1 they would have an increase in available customers as GR World has over 19 million customers

2 they would have an increase in profit as they would be a part of a corporate group and would therefore earn a steady pay

3 they would have more funds for advertising which means that they would be able to reach a wider audience.

The first advantage identified gained 1 mark for the idea of 'access to GR World's 19 million customers'. No marks were gained for the second advantage. Two marks were gained for the third advantage which relates to the identified advantage of 'increased marketing budget' and the linked explanation about being able to 'target a wider audience'.

This response gained 5 marks.

Explain **three** advantages for **Venturer Tours** of becoming part of the GR World corporate group.

1 One advantage is that they would gain customers because GR world has ~~have~~ 19 million customers which means a lot of them would use venturer tours, this also links to increased sales & profits.

2 Another advantage is that they would become more well known because GR world would promote and advertise venturer tours to all of their customers so that more people would know about them.

3 Another advantage is that they would be able to share customer details with each other so that venturer tours could offer holidays that appeal to a variety of ages, so that they get a new target **(Total for Question 6 = 6 marks)** market, which means a larger amount of customers.

The first advantage identified is 'access to GR World's customers' and was awarded 1 mark, the explanation is incorrect so did not gain any marks for this. The second advantage identified is about 'shared advertising' and was awarded 1 mark, the explanation is about becoming more well-known and gained the mark. The third advantage identified is about 'shared resources/databases' with an explanation linked to attracting a new target market and this gained both marks available. This is a good example showing how the learner has applied knowledge as the responses are clearly linked to the scenario given.

## Q7

Learners were provided with information and data on inbound tourism to the UK. The question required a discussion of the effects of inbound tourism on the UK economy. This was not well answered by many learners. It is recognised that economic effects is a challenging concept at this level, it has been tested before. On this question, many learners did not seem to recognise this aspect of the specification was being tested

and did not write clearly about economic effects. Many low scores seen where learners simply rewrote the data and offered very little in terms of interpretation, understanding or links to inbound tourism or economic effects at all. The other issue that hindered achievement of the higher scores was that learners frequently tried to evaluate the information offering advantages and disadvantages with conclusions. Whilst well prepared for an evaluation question, few seemed to know what the command 'discuss' required. By offering evaluations this again limited coverage in terms of economic effects.

For a discussion learners should consider the different aspects of an issue, situation, problem or argument and how they interrelate in detail. A conclusion is not required in a discussion.  So expected responses would be in the form of discussion points. For instance where higher marks were achieved, some offered viewpoints relating to the higher percentage of spend from visitors in London and provided detail by suggesting this was because it is the capital city with famous attractions such as Buckingham Palace that overseas visitors want to see. Others gave a viewpoint that this then meant 47% of visitors spent money is areas outside London.  Other discussion points included the possible reason for the decrease in visitors in 2017 from France, Germany and Italy and raised the possible effect of Brexit on inbound tourism. Where learners made the connection to the economy many discussed effects such as multiplier, creation of indirect and direct employment as well as contribution to GDP and how this could improve infrastructure. The more able expanded on these points suggesting where jobs might be created in hotels and transport for instance.  Some learners highlighted the high volume of repeat visitors in 2015 and offered reasons for this suggesting it was a trend that needed to be maintained.

This response gained 4 marks.

7 Discuss the effects of inbound tourism on the UK economy between 2015 and 2017.

In 2015 the UK gained £3 billion just from the USA. Altogether, 22.1 billions was spent in the UK. This shows us that through different tourist attractions and theme parks our country is making more money. An increase of 50%, 270,000 visitors from China visited the UK. In 2015, 77% of inbound visitors were repeat visits. This shows us that many different visitors enjoyed coming into the UK to visit and therefore returned back. This will also bring more money into the country each year.

In 2016, the overseas visitors increased by 1.5 millions. Most of the visitors were from France, USA and Germany. This brought the total that was spent up by 0.4 billion. Each year more more tourists like to visit the UK therefore the profit is increasing.

In 2017, £2.7 billion was spent in the UK. This means the money in used among our community. For example, If someone who works at a tourist attraction get paid then they spend their wage in the local hairdresser, restaurant etc.
Unfortunately, the visitors from France, Germany and Italy decreased by 4% in 2017. However, the money spent was increased by £2 billion from 2016 and the overseas visitors increased by 1.6 million since 2016.

All thoughts considered, I think in the UK we should ensure all tourist attractions are kept clean and to a uniformed standard, so tourists are likely to return back.

The learner uses the data provided throughout although it is descriptive in parts simply repeating information given. There is an attempt to offer some interpretation and it is clear that the learner is considering the benefits of money coming into the UK and the multiplier effect. Marks in Level 2 are appropriate for some discussion points and link to the situation.

This response gained 6 marks.

7  Discuss the effects of inbound tourism on the UK economy between 2015 and 2017.

The amount of inbound tourism that occured in the UK increased between 2015-2017. This also meant that there was an increase of money spent within the UK which would benifit the economy due to businesses expanding, more money spent on building houses and also UK services such as the NHS.

In 2016, 53% of money from tourism was spent in London. This means that areas such as Scotland and Northen Irland are mias missing out on increase of profits

and may also not expand as rapidly as the
government tend to expand and improve areas
that are visited the most.
77% of visits to the UK were repeat
visits meaning that the UK would benefit
a lot due to the high number as money
would be going into the economy which
will allow areas to improve, expand and
exceed ~~tourists~~ tourists expectations, encouraging
more repeat visits and maybe more
due to word of mouth talking about their
time visiting the UK.
As the ~~UK~~ UK begins to develop
over the years due to the amount of money
in the economy because of inbound tourists,
on the number of overseas visitors and
total amount spent will increase meaning
that the UK will continue to develop
over time.
An increase of overseas visitors can also be harmful
to the environment due to pollution and making more
Airports which will lead to houses being demolished
which would make locals homeless.

**(Total for Question 7 = 8 marks)**

In this response the learner shows an understanding of the economic effects of inbound tourism and uses the data to support discussion points made. A few key points are discussed in detail and high Level 2 marks are appropriate.

# Summary

Based on their performance of this paper, learners should:

- 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 vague generalisations if some context has been given
- Be familiar with the terminology used in the specification as these words will be repeated in the exam paper; eg: dark tourism, specialist travel, housekeeper, roles, horizontal integration
- Know details of all the key organisations listed in the unit content, including abbreviated names and 'real life' roles, types, products/services
- Know about 'tourism development and promotion' – types of organisations, advantages, disadvantages, roles and products/services, including real examples
- Know the advantages and disadvantages of partnerships, including corporate groups
- Know the ways that sustainable tourism can be achieved in terms of benefits and principles – research case studies/destinations for 'real world' examples
- Know the effects of travel and tourism to the UK economy
- Know the difference between possible command words 'assess', 'evaluate', 'analyse' and 'discuss' and what you need to provide. Use scenarios/past papers/case studies to practice writing and structuring long answer responses to have the best chance to access all marks available on the paper

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