

Lead Examiner Report June 2019

**BTEC Level 1/Level 2 First 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	11	21	31	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. 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. Across the paper there is evidence of learners showing familiarity with the language, key terms and concepts of the unit specification. However, in Q1 (d) learners did not seem to be able to identify a correct cultural trend, also in Q 3 (b) there was a confusion by learners between the disadvantages of different types of business ownership. In Q5f the majority of learners were unable to identify a government intervention.

There were still instances of learners either misreading the questions or wrongly anticipating a different question. This was most evident in Q2b and Q4a (iii).

It was pleasing to see that where there are two marks available on the multiple response questions (MRQ) Q5b and Q5d, learners followed the instructions well and choose two.

Q6(b) the concept of strike action proved to be a challenge for the majority of learners as many misunderstood who was on strike or failed to understand that strike action in one European airport would not have a long term impact on domestic tourism numbers.

As seen in previous series on the 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 one of the possible two marks or two of the possible four marks available.

Centres are advised to help learners avoid stereotypes and assumptions seen in Q7 (a) and Q7 (b) where learners were assuming that the over 50s market would require 'mobility and other physical disability aids'. Or that the over 50s market are 'unable to use technology'

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

Learners are reminded of the need to read all questions with great care and to check that the response given answers the actual 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' and it was apparent that the requirements were quite well understood and many learners gave a range of points to form a discussion. There were few blanks responses or very short responses and it was clear that they were engaging with different aspects of the scenario.

Individual Questions

Q1(a)

This multiple choice question (MRQ) was answered reasonably scoring one mark for identifying 'Demographic' as the correct type of trend.

Q1(b) This was not answered particularly well by learners, as they failed to give a correct example of a cultural trend. Where a correct response was given then 'Dark Tourism' was the most common correct response. Where learners provided the response 'rise in stag and hen parties' they failed to score the mark as the correct response is about the 'rise of stag and hen parties taken abroad'.

Q1(c) This Multiple Choice question (MCQ) was answered very well by the majority of learners.

Q1 (d) This question was answered reasonably well and many learners were able to identify a correct 'unforeseen human influenced event'. A range of correct responses were seen such as riots, wars and terrorist attacks. Some learners failed to score the mark as they repeated strike action which was given in the question stem.

Q2 (a) (i) and (a) (ii) The two questions on the table of data were answered very well by the majority of learners. Many learners were able to identify the correct response for both the multiple choice question (MCQ) and the short answer question.

Q2 (b) This question was not answered particularly well by many learners as they provided an explanation of what disposable income is rather than explaining one way increases in disposable income can effect travel and tourism businesses. So, although understanding of disposable income was shown, application to a situation of increase or decrease was an issue for many learners.

This response shows an example of the learner describing disposable income, so scored no marks as they did not answer the question.

One other economic trend is changing levels of disposable income.

(b) Explain **one** way that an increase in disposable income can affect **businesses** in the travel and tourism sector.

(2)

people paying to go on holidays after paying the rest of their bills.

going and ~~visiting~~ visiting friends and family members.

(Total for Question 2 = 4 marks)

Total- 0 marks

Where learners did identify a correct way such as 'people take more holidays', the majority of learners did not go onto explain the effect on travel and tourism businesses such as increasing sales.

This response is an example of correct identification of a way but no explanation of the effect on businesses.

(b) Explain **one** way that an increase in disposable income can affect **businesses** in the travel and tourism sector.

(2)

An increase in disposable income will make people take more holidays.

Total -1 mark

Q3 (a) This multiple choice question (MCQ) was answered well by the majority of learners identifying 'local' as the correct response.

Q3 (b) This question was answered reasonably well, many learners were engaging with the question stem and providing answers related to disadvantages of types

of ownership. However, some were confusing the actual type of ownership, so they provided responses that would apply to sole traders or public limited companies or they were providing advantages rather than disadvantages.

This response failed to score a mark as they have confused private limited companies with sole traders.

<p>(b) Explain one disadvantage for GG Taxis of being a private limited company. (2)</p> <p>One disadvantage of GG taxis being a private limited company is that they can lose personal possessions.</p>

Total -0 marks

Q3 (c) This question was answered reasonable well, with many learners able to identify a correct advantage such as 'expert knowledge'. However, they were less successful at explaining the advantage, this is something that is often seen on these types of questions were learners are not going onto provide a valid explanation.

Q4 (a) (i) This question using the data table was answered well by many learners. Learners scored one mark for correctly answering in numbers or words the total number of inbound visits to the UK in 2016.

Q4 (a) (ii) This question using the data table was also answered well by many learners, as they were able to score one mark for correctly identifying the least used method of transport for business travellers.

Q4 (a) (iii) This was a popular question as many learners engaged well with the stem and identified a reason for the difference in spend and provided an explanation so scored two marks. The most popular correct response was 'Holiday Visitors had to pay for accommodation whereas VFR visitors would be staying with friends and family so avoiding accommodation costs'. Some learners

did try to respond by referring to the data and therefore misunderstanding the question, this may have been as they were focusing on the data within the question stem and therefore felt a data answer was required.

Q5 (a) This question was answered reasonably well by many learners as they were able to correctly identify a type of business staffing structure.

Q5 (b) This multiple response question (MRQ) was answered well by the majority of learners as they were able to identify two correct internal departments. Even were learners had selected an incorrect response as well as a correct response, so scoring only one mark for one correct internal department; it was clear that the majority understood that two responses were required.

Q5 (c) This question was answered reasonably well and learners clearly understood that two functions were required, the most popular response was 'handling complaints'. Some learners failed to score as they were providing answers that were describing customer service or they provided responses that were related to functions of sales departments.

Q5 (d) This multiple response question (MRQ) was answered well by the majority of learners as they were able to identify two types of business ownership. Even were learners had selected an incorrect response as well as a correct response, so scoring only one mark for one correct type of business ownership; it was clear that the majority understood that two answers were required.

Q5 (e) This question was answered reasonably well however many learners were only able to identify one advantage. 'known brand' was the most popular answer and some learners went onto explain that this would have existing customers.

This scored two marks as 'well known brand' was correctly identified as the advantage, the learner then went onto give a valid explanation that it 'won't be as hard to get customers'. However, the second response is a repeat advantage of 'well known company'.

A franchise is a business that trades under a known brand. Olga is a franchisee for Portman Vacations.

(e) Explain **two** advantages for **Olga** of being a franchisee for Portman Vacations.

(4)

1. The advantages is that it is a 'well known' brand so it won't be as hard to get customers to purchase your products/holidays because it is already recognised
2. You ~~get~~ don't have to advertise as much because its a well known company

Total 2 marks

Q 5 (f) This question was not answered well as learners were not able to identify a government intervention that would cause an increase in demand for last minute holidays. When learners did identify a correct way such as 'decrease in taxes', very few could go onto explain how that would effect last minute holidays. Some learners provided answers about last minute holidays and therefore misunderstood the question stem.

Q6 (a) Learners were clearly engaging with the question stem and relating answers to low cost airlines and charging for meals, drinks and luggage. There were few blank responses and many learners wrote quite lengthy answers. However, some were not scoring marks as they wrote more general responses about charging for meals and luggage, such as customers would not pay, rather than applying to the scenario of Prestige Air.

However, many learners who were able to score one or two marks were often relating to the question stem and loss of loyal customers or damage to reputation were the most popular responses. However often they were not able to go onto explain the reason.

In this response the learner has provided a correct reason 'losing customers as they have never payed for meals and baggage but now they have to pay', but no valid explanation. They also provide a second correct reason 'losing reputation' and then go onto provide a valid explanation 'losing trust so less flights being booked'.

Prestige Air is planning to reduce the cost of it's flights to compete with the low-cost market. As part of this change, passengers will have to pay extra for meals, drinks and baggage.

(a) Explain **two** reasons why competing in the low-cost airline market may be a business risk for **Prestige Air**.

(4)

- 1 reasons why competing in the low-cost airline market may be a business risk for prestige air because they could lose customers because they never payed for meals and baggage but now they have to pay.
- 2 Another reason could be they could lose reputation and losing reputation could mean losing trust so less flights being booked could lead them to go into debt or shutting it down.

Total – 3 marks

Q6 (b) This question was not answered well as many learners were unable to provide valid reasons for the strike action providing opportunities. Learners who attempted the question often mis understood that it was the European Airport that was on strike. Some gave responses suggesting that strike action by one airport would have a long term impact, so gave answers about increasing domestic holidays. A few learners were able to provide valid answers about tourists effected would need accommodation, but they were not always providing the reason to score the two marks, so clearly stating as flights would be cancelled.

In this response the learner failed to score any marks, in the first response they were confused about who was on strike. In the second response they are suggesting that strike action in one European airport will have a longer term effect.

Prestige Air uses a number of European airports. Strike action by staff at one of these airports has been announced at short notice.

(b) Explain **two** reasons this strike action could provide an opportunity for travel and tourism **businesses** in the UK.

- 1 People will start using different travel flight⁽⁴⁾ for example British Airways and go by the UK airports as the European airports are on strike.
 - 2 People will start using Holiday Companies within the UK as they will not be on strike and which will be an opportunity as this will also provide more jobs within the Travel industry.
- (Total for Question 6 = 8 marks)

Total - 0 marks

Q7 (a) This was a popular question and many learners were engaging well with the stem and provided product and service answers for the over 50s market. However, where learners failed to score marks it was because they incorrectly understood the needs of the over 50s market, so they were giving product and service ideas that were related to over 50s being immobile or requiring other products related to having disabilities. Some also focused on technology related answers that could apply to any market such as online booking.

In this response the learner has incorrectly understood the needs of the over 50s market.

7 Young@heart is a UK tour operator that specialises in providing group tours and package holidays worldwide for people over 50 years old.

(a) Explain **two** different products that **Young@heart** could develop for the over 50s.

(4)

1 They could provide wheel chair for the old if they get tired walking.

2 When they do group tours they can hire a person who knows sign language for the old people who have trouble or hearing or can't hear at all.

Total - 0 marks

Where learners identified correct product and service ideas, such as cruises, many were unable to provide the explanation for the second mark.

In this response the learner correctly identified two valid product and service ideas, 'cultural and heritage holidays destinations' and 'cruises', but did not provide valid explanations.

(a) Explain **two** different products that **Young@heart** could develop for the over 50s.

(4)

1 its could develop on different destination such as : cultural and heritage holiday destination as there are a little bit quite and there are suitable for 50 years old.

its could develop of providing cruises activities such as a trip on the Cruise, because old people want a Cruise

Total - 2 marks

Q7 (b) It was pleasing to see that the majority of learners engaged well with the scenario on this question, there were very few blank responses or few with only a limited response. Many learners wrote quite lengthy responses and were able to provide a range of valid discussion points. They were also considering different parts of the scenario, so for example as well as the technology that Get Set were going to offer, they also considered the markets such as families that Get Set were targeting. To form a discussion of how Young at Heart could respond to the threat. It was pleasing to see that many learners were making a number of discussion points. Again there were some responses that misunderstood the needs of the over 50s market similar to Q7(a) and discussed similar ideas such as providing for mobility issues or that the over 50s market would not be able to use technology.

Where responses were in the form of a list or a few points identified but they were generic/superficial about technology and tour operators and not applied to the scenario of Young at Hearts response to the threat from Get Set, they were scoring Level 1-3 marks.

This response is an example of Level 1 – 3 marks.

There is one point described in some detail, with a further generic/superficial point not directly applied to the scenario.

stay competitive.

(8)

By doing the same as GetSet
and go online as well a store
that way people can still have a
one-one with an actually person but
also view holidays themselves from home.
this way they can keep on top of their
competition. ~~but also~~

They should also offer more discounts and better
deals as this will make more people use
there business more.

This response shows a learner who has identified/described a few points, there is some application to the scenario, but the link is not always clear.

Level 2- 4 marks

(b) Discuss how **Young@heart** could respond to this possible threat from GetSet and stay competitive.

(8)

young@heart could also go online and offer deals, this would attract customers and could keep the company in business.

They could advertise on TV, put the adverts on while the older generation is usually watching.

They could get an app so that it is easier access and isn't as complicated to access.

They could offer more than just over 50's package holidays, if

they offer more people package holidays it would make more money come in.

This is an example of a Level 3 response, where there is a range of points described or a few key points explained in depth. The majority of points that are made are applied to the scenario of how Young at Heart could respond to the threat from Get Set and stay competitive.

Level 3- 7 marks

(b) Discuss how **Young@heart** could respond to this possible threat from GetSet and stay competitive.

(8)

one way that young@heart could respond to this is copy them this could help attract more customers and update there because for example they could produce e-tickets as well.

However, if they were to do this some customers may struggle to access the e-tickets as they may not have an electronic device.

Another way they could respond is by promoting there business and offering discount and special offer on there tours this would help bring in more customers and also attract people who use the Getset company. However this could have a negative effect on Young@heart as it could cost them a lot of money to produce leaflets and advertise there offer.

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Furthermore, they could lower prices which again could attract new customers. However people may doubt the business and the company could get a bad reputation for becoming cheap.

Lastly, they could do nothing. The advantage of this would be that Getset plans doesn't work out and so Young@hearts company would still be safe. But the disadvantage would be that Getset company's plans is a success and Young@hearts company

will lose out on business which could lead to their business failing.

(Total for Question 7 = 12 marks)

TOTAL FOR PAPER = 50 MARKS

In conclusion

~~therefore~~, I think that Young@heart should promote their business even though it will be expensive they could gain a lot of business and customers by offering discounts and special offers, also ^{customers} people from Getset company may take an interest in Young@hearts company if they were to see offers.

Summary

Based on their performance of this paper, learners should:

- Study the specification to ensure all aspects that could be tested are known including cultural trends and government interventions. Advantages and disadvantages of different types of business ownership and franchises
- Know the language and all the content terms within the unit specification and be prepared to be tested on them.
- Practice 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.
- In the examination, read each question carefully, preferably twice.
- Observe the marks available and answer accordingly. For two marks such as 'explain one reason/way/advantage' the answer needs to contain two separate points – one point should identify or state the 'way', '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.
- Re-read answers back and then check it answers what the question has actually asked.
- If a scenario is given use the information to answer the question to show application of understanding and knowledge.
- Avoid stereo types about older age markets such as being unable to use technology or that they all require mobility or other physical aids.
- 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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Rewarding Learning

