

L2 Lead Examiner Report January 2020

**BTEC Level 1 / Level 2 First
Award in Travel and Tourism**

**Unit 1: The UK Travel and
Tourism Sector**

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January 2020

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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.

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Variations in external assessments

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Unit 1: The UK Travel and Tourism Sector

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	11	21	31	42

Introduction

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

This was the first exam series for the revised specification for the Pearson BTEC Firsts in Travel and Tourism 2018 (Issue 5). The paper had a total of 60 marks available and included some questions similar to previous question papers whilst introducing some new types of questions. Overall it was very pleasing to see most learners attempted all questions. A range of marks were awarded and some excellent responses were seen on the higher demand questions. This reflects the hard work taking place in centres to fully prepare their learners for the exam.

The past question papers, mark schemes and previous Lead Examiner reports are still relevant and should be accessed together with the Sample Assessment Materials (SAMs) for the revised specification. These documents can be downloaded here <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%2FSample-assessment-material>

Overall most topics in the unit specification seem to have been taught well. Where gaps in understanding were apparent it was sometimes due to a lack of depth of study beyond the content specified. Where high marks were achieved these learners demonstrated a good understanding of the unit content, an awareness of question requirements and a familiarity with the language terms contained within the specification.

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

Introduction to the Overall Performance of the Unit

This question paper has a new format and is organised into two sections A and B. Learners in general performed well across the questions in Section A which includes mainly short response, multiple choice and multiple response questions culminating in a higher demand new type of question, this series requiring analysis in Q2d. The command 'analyse' is new to this exam and some learners relied on rewriting the data or gave theoretical accounts of domestic tourism and economic effects so overall scores were quite low on this question. This is something that no doubt centres can look to improve on.

In Section B questions were themed and consisted largely of short scenarios and questions requiring explanations. Within this section Q3c and Q5 performed very well and some excellent responses were seen.

The paper successfully discriminated across all ability levels.

There were instances of learners misunderstanding question requirements particularly evident in Q4c. This required responses related to the advantages and disadvantages for organisations of mobile applications. A significant proportion of learners gave the customer perspective rather than that of the organisations and did not score.

Some learners misread Q1c which required two examples of literature available at visitor information centres, many gave examples of information tourists needed and did not score. The other question that was largely misunderstood was Q4b which generated a range of incorrect responses. The question required advantages for the hotel of being part of the corporate group; many learners gave advantages for the group or for customers or continued to write about impacts from Q4a.

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.

As reported previously gaps in knowledge or familiarity with the unit content and terminology was evident in some responses to questions. In Q1d a range of incorrect

responses were seen from examples of charities, good causes, marathons and few learners recognised the sources of funding of voluntary sector organisations. These are given in the unit content. In general, understanding of types of organisations, Topic B.3, in the context of travel and tourism is a key weakness; the use of case studies or where possible, visits could aid a deeper understanding of roles, characteristics, funding and functions.

Similarly there was a significant lack of knowledge of key organisations, Topic B.2. This has been reported on in previous reports. Low scores were seen across Q3a with a significant proportion of learners failing to score any marks. Many learners could not name any of the other trade and professional bodies in UK travel and tourism sector; or were unfamiliar with the term. These are given in the specification. The vast majority of learners clearly had no knowledge of UK inbound and were unable to state two roles of this organisation. 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 Q3b, understanding of the roles of regional tourist agencies in the UK, Topic B.1 was generally limited with few being able to identify roles nor offer an explanation.

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 content of the unit specification. The content of question papers is driven by the content of specification.

Whilst there was an improvement overall on some of the more complex questions in Section B that require an explanation some learners did not expand their responses sufficiently to provide an explanation, justification or elaboration of a valid point made and frequently only gained two of the possible four marks available.

Performance on the final question, this series requiring an evaluation, showed an improvement. Most learners made good use of the information, considering each option's advantages and disadvantages and summing up with a conclusion. It was clear they engaged well with the scenario and some really insightful responses were seen where the higher marks were well deserved!

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.

SECTION A

Q1ai

This multiple choice question was answered well by many who correctly identified A – A family from Sweden visiting England as an example of inbound tourism.

Q1aii

This question required learners to give three types of specialist travel, other than voluntary. The most popular correct types given were 'dark tourism', 'health' and 'education'. As seen in previous papers, 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.

This response scored 1 mark.

Voluntary work is one type of specialist travel.

(ii) Give **three other** types of specialist travel. (3)

1 Buisness travel

2 leisure travel

3 educational travel.

One mark was awarded for education. This is typical of many responses where learners seem to confuse the content terms – business and leisure are two types of travel.

This response gained 3 marks.

Voluntary work is one type of specialist travel.

(ii) Give **three other** types of specialist travel. (3)

1 Eco

2 health

3 Dark

A succinct response with three correct types given.

Q1aiii

This multiple response question was answered quite well by many who correctly identified B – Leisure travel and C – Domestic tourism to describe the visit. As seen on previous papers many learners are 'losing' marks by only selecting one choice suggesting they had not read the question/or the marks available.

Q1bi

This question was well answered. Learners were required to state one other type of passenger transport, other than air. Appropriate methods of transport by road, rail and sea such as coach, train, ferry were accepted this series as this has not been tested before.

Q1bii

This question was quite well answered by most which was pleasing as this type of question has not been seen before. A range of appropriate transport operators were given including British Airways, Easyjet, Virgin Atlantic and Cross Country trains. Where learners did not score it was generally because they gave tour operators such as Thomas Cook and TUI.

Q1c

This question was fairly well answered by many who gave appropriate examples of literature available for tourists in a visitor information centre such as maps, leaflets, brochures and timetables. Some learners misunderstood the question and described information that tourists might need 'directions to the train station'.

This response gained 0 marks.

(c) Give **two** examples of literature available for tourists in a visitor information centre.

(2)

- 1 ~~Directions~~ giving information on where to go in the area
- 2 How to find your destination

This is typical of many responses that reflect a misunderstanding of the requirements of the question. The emphasis here was for 'examples of literature'; many learners gave examples of information.

This response gained 2 marks.

(c) Give **two** examples of literature available for tourists in a visitor information centre.

(2)

- 1 Directions of where you need to visit -
e.g. maps.
- 2 Local information brochures which tells you about the place your visiting.

This is an interesting response as the learner has written more than needed. One mark was awarded for 'maps' and one for 'brochures'. As long as learners do not waste time writing too much it may be worth just adding an example or detail to show their understanding on these short response style questions.

Q1d

This question required learners to give one source of funding for voluntary organisations. It was not particularly well answered by many who gave a range of responses including charity, examples of charity work, helping good causes, cake sales. The most popular correct response was donations.

Both of these responses gained 0 marks.

(d) Give **one** source of funding for voluntary organisations.

(1)

Doing a marathon such as ride london to raise more money for who you are volunteering for.

(d) Give **one** source of funding for voluntary organisations.

(1)

Help teaching kids in different countries that do not have the facilities for it.

These demonstrate a lack of understanding of voluntary organisations in the context of travel and tourism. The second response here is actually an example of voluntary work, specialist travel.

This response gained 1 mark for a correct source.

(d) Give **one** source of funding for voluntary organisations. ✓

lottery grants

Q1e

This multiple choice question was not answered well by many. The concept of integration is a challenging one and only the more able learners seemed to gain the mark for choosing C – Tour operator purchases a travel agency as an example of vertical integration. The most common incorrect response was B – Airline purchases another airline which is an example of horizontal integration.

Q1f

This multiple choice question was answered well by the majority who gained the mark for choosing C – Self-service check-in as an example of consumer technology that passengers use in airports.

Q2ai

This multiple choice question was answered well by the majority who gained the mark for choosing B – Average length of stay decreased in 2017.

Q2aii

This was well answered by most who correctly gave the total expenditure as £24.51 billion

Q2aiii

This was quite well answered and many gained the mark for correctly giving 2.70% as the change in total nights spent from 2016 to 2017.

Q2b

This question asked learners what is the term used to describe the value of a country's economy and was not answered very well. A range of incorrect responses were seen and some gave GBP.

Q2c

This multiple response question was answered quite well by many who correctly identified A - Taxi driver and D - Food producer as two examples of indirect employment in the accommodation sector. Again a surprising number of learners only gave one choice suggesting they had not read the question/or the marks available. The most common incorrect response was E – Housekeeper, suggesting a lack of familiarity with the content of the unit.

Q2d

This is a new type of question in the question paper for the revised specification. The question is designed to be a challenging one. It required learners to analyse

data on domestic tourism day trips in Great Britain and relate to the economy; historically a challenging concept for these learners. The question was not particularly well answered by most. There were a number of issues and some learners did not even attempt the question. Firstly it was evident that many learners simply did not understand the data in the table and gave confused responses such as 'Great Britain is doing well as it had 100% of the income' and 'it has gone up from 6% to 7%'. The other common issues were that some learners just rewrote/copied the data with no attempt to interpret it at all; others gave generalised accounts about the importance of domestic tourism. Whilst some of these would have gained some marks few, were able to offer any meaningful analysis for the higher marks. Where marks above the low end of Level 2 were awarded, the better responses contained some analysis and many commented on the regions receiving the highest number of visits and expenditure and compared with the lowest; these also recognised the greater importance of domestic day visits to England compared to Wales and Scotland. The more able learners suggested reasons for the differences identified such as 'London is the capital of England and has a lot of attractions, perhaps the north east does not have as many attractions for tourists' and often then made connections to jobs, GDP and the multiplier effect.

This response gained 1 mark.

(d) Using the data, analyse the importance of domestic tourism to the economies of the English regions, Scotland and Wales in 2017.

(6)

From the data, a lot of domestic tourists visited the English regions, this means from this the income to the region will increase as more visitors are coming to visit all of

the regions. But whereas in the data Wales and also Scotland didn't have much domestic visitors, for them it will then mean that they won't get as much income. This will also be brought back into tax as well. The importance of the data in the English regions is very high as they are likely to have more domestic visitors come visit rather than visiting Scotland and Wales. Scotland and also Wales have a low percentage, meaning that their isn't much importance put into the visits. Both places, Scotland and Wales will have a low income from this they will have a very low percentage of visits and the population will go down.

(Total for Question 2 = 12 marks)

This response is quite repetitive focused mainly on income and shows limited understanding. However, marks in Level 1 are appropriate for some relevance in the link between increased visitor numbers and income and also for some basic analysis that Wales and Scotland do not receive as much domestic tourism.

This response gained 4 marks.

(d) Using the data, analyse the importance of domestic tourism to the economies of the English regions, Scotland and Wales in 2017.

(6)

Domestic tourism is travelling within your own country. The importance of domestic tourism to the economies of the English regions, Scotland and Wales is that many tourists like to visit Great Britain as there's a lot to see (attractions, heritage, natural). The top visited places is ~~England~~ London England ~~with 189 million~~ 327 million, South east England with 232 million and North west

England with 189 million, all three of these places have earned a lot of money which boosts the economy, making people's businesses busy just like the multiplier effect as tourists travel domestic all around Great Britain buying food, shopping, using accommodation is all boosting the economy. England and London have brought in the most income (£12,626 and £50,809) showing that England and London are the more popular areas which means their economy rises.

In this response it is clear the learner understands domestic tourism and has used the data provided to produce an analysis. Marks in Level 2 are appropriate for a partially developed analysis which is relevant to the context and also considers some linkages/interrelationships.

SECTION B

Q3ai

This was not well answered by the majority of learners who did not seem to recognise the term 'trade and professional bodies' and gave a wide range of

suggestions. Incorrect responses included tour operators, ATOL and others were quite creative 'UKdomestic' and 'UKoutbound'. The most popular correct answers were CAA and ABTA.

This response gained 1 mark.

(a) (i) Name **two other** trade and professional bodies in the UK travel and tourism sector. (2)

1 ATOL

2 ABTA

One mark was awarded for ABTA, ATOL is the Air Travel Organiser's Licence and incorrect.

This response gained both marks.

(a) (i) Name **two other** trade and professional bodies in the UK travel and tourism sector. (2)

1 CAA (Civil Aviation Authority)

2 ORR (Office of Rail Regulation)

Good technique is shown here where the learner has provided the full names and abbreviations. Note that ORR is now known as Office of Rail and Road – both were accepted.

Q3aii

This question was poorly answered by the majority who did not appear to have any knowledge of UKInbound. Key organisations are clearly given in the specification and in the revised edition it makes clear that besides general roles, learners should also have an understanding of the roles of each of the organisations listed. Many did not attempt the question. Popular incorrect responses related to border control or tourism agencies and gave roles such as 'making sure people don't enter the country' or 'promoting inbound tourism', 'attract more tourists' and 'booking holidays'.

This response gained 0 marks.

(ii) State **two** roles of UKInbound. (2)

1. TO keep track of whos coming into the country.
2. ensure no one that could put the UK to threat comes into the country.

This is a typical response highlighting the misunderstanding of the role of UKInbound. The roles given are more appropriate to border control agencies.

This response gained 1 mark.

(ii) State **two** roles of UKInbound. (2)

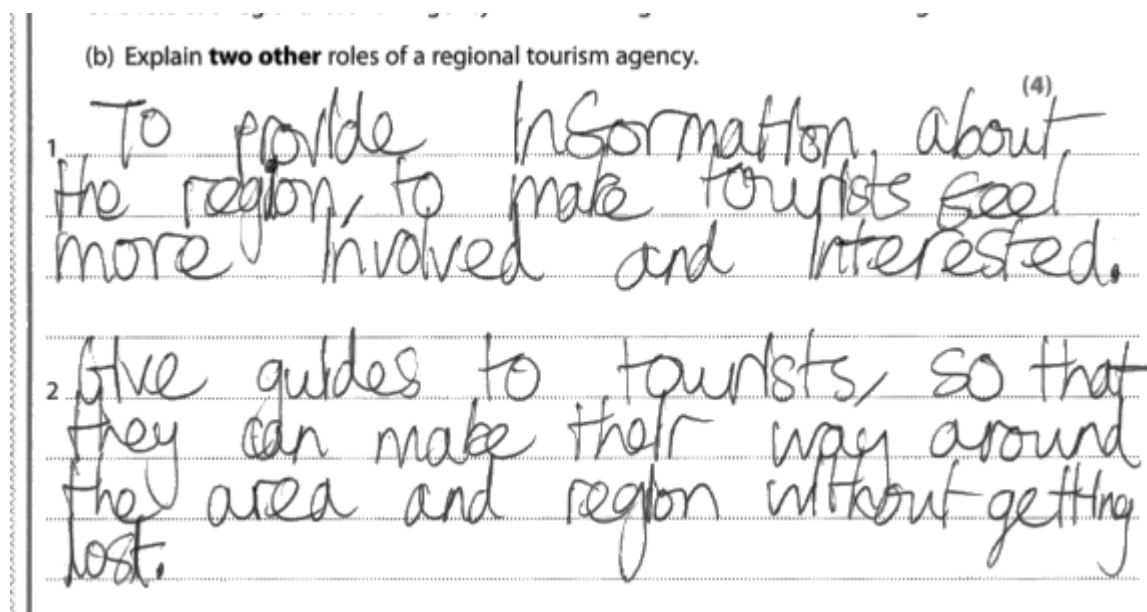
1. TO organise holidays for citizens not of the UK to the UK
2. TO boost UK profile to attract visitors.

The first role relates more to an inbound tour operator and is incorrect. One mark was awarded for some understanding shown in the second response 'boost UK profile'.

Q3b

This was reasonably well answered by some, though few gained the higher marks available. Learners were required to explain two roles of a regional tourism agency. It was evident that some learners had limited knowledge and/or were confused giving roles of a travel agency such as 'book holidays'. Popular correct responses related to 'promotion', 'information', 'help and advice for those planning holidays to the area'. Whilst marks were gained for identifying a correct role most lacked the depth of understanding of regional tourism agencies to offer an appropriate explanation. Some repeated information given in the stem of the question 'to encourage more visitors' – such repetition cannot be credited.

This response gained 2 marks.



Here in the first response one mark was awarded for the identification of a role 'provide information' but a valid explanation is not present. In the second response 'guides' is information and a repeat of the role already given but there is some justification/elaboration linked to helping visitors plan their visit, worth one additional mark.

This response gained two marks.

(b) Explain **two other** roles of a regional tourism agency. (4)

1 To boost the economy of a certain region, and increase its popularity.

2 To advertise and promote certain regions.

Two marks were awarded for two roles identified. Explanations were not offered and this is a common issue. Learners need to check how many marks are available and here there were two available marks for each explained role – one mark for identifying a role and one for a correct elaboration point. Overall it was felt the reason for few explanatory responses on this question was a lack of knowledge of the purpose of regional tourism agencies.

Q3c

This was answered fairly well by most learners and it was pleasing to see many gaining full marks. Considering that understanding of airport lounges has not been assessed previously, on the whole learners engaged very well with the scenario. Most learners are likely to have gained some marks here. Where learners did not score, the most common reason was limited knowledge or misunderstanding as they wrote about flying first class or that the lounge facilities were on the aircraft. The other reason is that some repeated the information given - 'its adults only' and did not offer an interpretation such as 'its child free' or 'no children'. Learners are cautioned against repeating any information given in scenarios and question stems as these will not gain marks. However there were some excellent responses related to - being able to relax or work without being disturbed by children; people paying extra as they could be treating themselves if going on a special holiday/occasion; some suggested cost savings as food can be expensive on some flights; other reasons included nervous flyers needing a calmer environment, many suggested that some people may have had an early start and need to refresh in high quality environment before flight especially if business travellers. It was great to see a wide range of fairly well reasoned responses here.

This response gained 1 mark.

(c) Explain **two** reasons why some passengers will pay extra to use the airport's new lounge.

(4)

1 To be able to pass time
 while waiting to board their flight

2 They will be able to relax
 and chill out before a
 long flight and also enjoy
 themselves

The first response is too vague and does not relate clearly enough to the facilities in the lounge and why passengers would pay more. In the second response one mark was awarded for being 'able to relax before the flight' however there is no link to the facilities or explanation for the additional mark.

This response gained 4 marks.

(c) Explain **two** reasons why some passengers will pay extra to use the airport's new lounge.

(4)

- 1 Some people might be first time flyers and will be nervous. So to un-nerve themselves they might want to relax and shower.
- 2 People might have been in a hurry so didn't have breakfast or have time to wash. These facilities will be perfect to fill up and wash.

An excellent response well deserving of full marks. Both reasons show understanding and are linked to the airport lounge and air travel. One mark was awarded for the reason 'can relax/de-stress' and an additional mark for the justification/elaboration will help 'nervous or first time flyers'. In the second response one mark was awarded for the reason 'can get food/fill up and wash' and an additional mark for the justification/elaboration 'may have been in a hurry'.

Q4a

This question was fairly well answered by many. Learners were provided with details of a music festival and its negative impacts. The question required learners to explain two ways that the organisers could reduce the impact of the festival on the environment. Popular incorrect and often unrealistic responses referred to 'more bins', 'stop people staying in tents', 'rules to make people take their rubbish home' and ideas linked to removing waste 'get volunteers to pick up the rubbish' – these demonstrated a lack of understanding and had focused on what to do after the festival. The focus was about how to reduce the waste in the first instance and other ways to reduce environmental impacts. Better responses referred to a range of transport options to reduce the number of cars travelling to the festival; providing recycling bins, using reusable/recyclable cups and a range of ideas about offering on-site accommodation and re-using tents were also seen. Many gained marks for identifying an appropriate way, fewer gained the additional marks for elaboration/explanations linked to how the way given would reduce negative impacts. It is worth reminding learners when asked for 'ways' they should first identify 'how' ie stating what can be done and then develop their response to explain how this will achieve whatever the context is.

This response gained 2 marks.

(a) Explain **two** ways the organisers of BGFest could reduce the impact of the festival on the environment.

(4)

1 They could recycle the tents and re-use them again or they could fix them or clean them and sell them

2 They could have caravans and people can pay to stay there for nights and stay for days

This is an example of a response that gains marks for identifying ways but lacks elaboration, development or explanation of why the way stated would reduce the impact of the festival. One mark was awarded for each way 'recycle the tents' and 'have caravans' ie provide accommodation.

This response gained 3 marks.

(a) Explain **two** ways the organisers of BGFest could reduce the impact of the festival on the environment.

(4)

1 They could employ more people or voluntary staff to pick up the rubbish in order to save waste and keep the environment clean.

2 They could include a travel service of ~~more~~ coaches, so that less cars are used as it keeps the environment cleaner.

Many learners suggested one way would be litter picking but this misses the point and did not gain marks. In the first response here however a mark was awarded for the elaboration linked to reducing waste. In the second response the way identified links to encouraging alternative transport and was awarded one mark and the elaboration about fewer cars gained the additional mark.

Q4b

Whilst 4a was assessing understanding of sustainable tourism, Q4b used the same organisation but was targeting interrelationships, specifically corporate groups. However some learners who had clearly engaged well with the scenario in Q4a gave responses linked back to the issue of the impacts and misread or misunderstood what was required here. Overall this question was not particularly well answered by many. The question required learners to explain two advantages for the hotel of being part of the corporate group. Some learners mistakenly continued from 4a and referred to 'customers are able to stay at the hotel and would not need to take a tent so reducing waste' others gave vague responses about advantages to the group, not the hotel others suggested package deals with visitor attractions and hotels being an advantage to customers. It seemed only the most able understood what was required and these gave popular correct advantages such as 'share customers' or the benefits of an improved image/reputation from being part of a well-known group. Where full marks were gained these included 'the hotel will be promoted by BGFest and gain a wider customer base' and 'the hotel could have financial support from the group to help with improvements'.

This response gained 0 marks.

(b) Explain **two** advantages for the hotel of being part of this corporate group.

(4)

1 People could stay in the hotel
instead of in a tent so there
is not as much rubbish.

2 They are getting more money from
people ~~staying~~ staying in the hotel
instead of a tent for 3 days.

This is typical of many responses seen where the learner has continued from the previous scenario and not answered the question.

This response gained 4 marks.

(b) Explain **two** advantages for the hotel of being part of this corporate group.

(4)

1. The hotels ~~sales~~ sales ~~will~~ are most likely to increase as the hotel can attract customers/families that ~~to~~ visit the other businesses which, creates them more money.
2. They will have a larger customer data base meaning they can target a larger ~~to~~ relevant audience to promote / advertise, ~~creating~~ attracting more customers. and share resources.

Here understanding is evident. One mark was awarded for the advantage 'hotel will be promoted by the other businesses' and one additional mark for the explanation/elaboration 'increased sales'. In the second response two advantages are given; one mark was awarded for identifying the advantage 'access to larger customer database' and an additional mark for the elaboration being 'able to market/promote to a wider audience'.

Q4c

This question was not well answered by the majority. These inexplicably missed the emboldened word 'organisations' and gave responses from the customer perspective and did not score. Whilst a new type of question for this question paper, the content should have been familiar and has been assessed previously in a variety of ways. Furthermore, the specification makes clear learners should know "advantages and disadvantages of each technology for different types of customers and/or travel and tourism organisations". Examiners also commented that many learners did not have a sound understanding of mobile applications and gave generic responses related to websites, online bookings or the internet. Another common misunderstanding of the term was evidenced by learners that wrote about online job applications. It was however pleasing to see full marks being awarded to the better responses that gave the organisation's perspective and showed an understanding of mobile application technology. Where marks were achieved popular responses included the 'will need experts to create/update and maintain leading to increased costs', 'can reduce

paperwork/staff needed, 'that people expect to be able to do everything on their smartphones these days so meets their needs' and 'potential difficulties experienced lost bookings etc if the application fails'. Examiners commented that in many responses seen there continues to be evidence of misconceptions about older generations being unable to operate modern technologies. This is disappointing and incorrect, centres are reminded to encourage learners to avoid giving stereotypical views.

This response gained 0 marks

(c) Explain the advantages and disadvantages of mobile applications for **organisations** in the travel and tourism sector.

(6)

Using apps means ~~it is quicker~~ that the organisation can advertise deals and vouchers online so more people are intrigued and more people see the discounts.

It is also good for organisations because it means they can advertise their goods on the app as well as deals which may persuade more people. Apps on phones means that with every download or purchase, the organisations will get more money and the organisation could get bigger. However, having mobile apps may be difficult for some customers to use so the organisation may receive complaints about the application. This will give them a negative impact and review. The apps could also be a disadvantage because there could be less customers in store purchasing face to face which means stores will not earn as much money so some could close down.

Whilst the learner has tried to apply the responses to organisations the response is confused and reflects limited understanding of this type of consumer technology. Much of the content is generalised and related to advertising, online bookings and the reference to 'stores' is not really appropriate for travel and tourism. On this type of question, learners are advised to clearly state 'this is an advantage because' and vice versa.

This response gained 2 marks.

(c) Explain the advantages and disadvantages of mobile applications for **organisations** in the travel and tourism sector.

(6)

its easier to use as they wont
have to wait in lines.
elderly people may find it confusing
They may charge you for the use
of the app
if a plane company has the app
then they can send you a digital
passport ticket instead of the paper ones
which means that they wont have
to spend money on printing individual tickets
which then they can use that money
to improve ~~airline~~ their companies
facilities and save trees and help
the economy safe.

The first part of the response is from the customer perspective and also highlights misconceptions about 'the elderly' which are discouraged. There is some understanding in the second part which is more clearly about organisations/airlines. The advantage 'saves money' gained one mark and the explanation linked to not needing to print tickets gained an additional mark. Again the learner has not clearly stated advantages/disadvantages here.

Q5

This question was well answered by the majority of learners. Learners were provided with a scenario based on requirements for a family holiday and information on three possible options for accommodation. Learners were required to evaluate the most suitable option for the family. It was clear learners enjoyed the question and many wrote at length requiring extra sheets. It is worth pointing out however it is the quality of responses and not the quantity that tends to gain the higher marks available. Where the lower scores were achieved, this tended to reflect limited knowledge and understanding of what a B&B or holiday park would provide as standard. The other most common mistake limiting achievements was where learners just wrote about the option they had decided was the most suitable. These tended to be generalised, often descriptive and lacked any evaluative aspects. Typically the benefits of the learner's chosen option were given without any consideration of the disadvantages or negative aspects of that or any of the other options. Overall however, it was so pleasing to see the number of learners able to present logical evaluations that considered a range of appropriate advantages and disadvantages for each option and made clear links to the family group. Most learners also presented a conclusion and it was a delight to read many that provided substantiated conclusions drawing on the results of their evaluation. Some excellent responses were seen in comprehensive accounts for instance where learners considered the potential risk of a third floor apartment for small children possibly needing a pushchair or to be carried, that teenagers would need their own space, proximity to the town centre and options for dining out rather than having to cook, that self-catering may not be very relaxing and opportunities to meet new friends at the holiday park.

This response gained 4 marks.

Evaluate the most suitable option for the Saba family.

(9)

I think that the Saba family would be best choosing option 3. My first reason for this is because it is not the most expensive option. Another reason why is because it has free parking this is very suitable for them as they are bringing their car. Also why they should choose this option is because it has a swimming pool and games room. This would be a good bonus as they have three children, and they need to stay entertained and have things to do. They also would have a caravan that has plenty of room for them, they need

a lot of room because they have two young children, that would most probably be playing around.

As they have a car, the two miles from the town, would not be much of a problem. Two miles in a car would not be very far at all.

An extra bonus is that the site also has a Café and bar, this will be good so that the Saba family can get food and snacks throughout the day on their stay, and also get drinks.

Another reason why the swimming pool is good is because Mr and Mrs Saba can also use it too as well as their children. This would allow them to be entertained whilst they are on site.

This is an example of a typical response where the learner has not considered all three options and the account is all about why Option 3 is the most suitable option. The evaluation is partially developed as reasons are not provided to say why the other two options are unsuitable, other than its 'not the most expensive' option. A conclusion is not provided. Overall the points made are relevant, linked to the family and evaluative 'this is good because'. Marks in Level 2 are appropriate for evaluation and a range of relevant points.

This response gained 8 marks.

5 Mr and Mrs Saba have three children aged thirteen, six and two years old. They are planning their summer holiday in a popular seaside town in the UK. They will be taking their car and staying for one week.

Their options are as follows:

- **Option 1** – Bed and Breakfast (B&B), located by the beach. Cost £1050. *cheap*

Family room with sea view, en-suite facilities, TV and tea and coffee making facilities. *kids*

Free on-site parking.

- ✓ • **Option 2** – Self-catered apartment, located in the town centre. Cost £1100. *many places near.*

Three bedroom apartment, sleeps six. On the third floor with kitchen, lounge, shower room, free WIFI and entertainment system. *kids play*

Parking in a public car park £42 for a week.

- **Option 3** – Holiday park, located two miles outside the town. Cost £1200. *remote* *most expensive*

Caravan sleeps eight people. Park facilities include swimming pool, games room, café and bar.

Free on-site parking.

Evaluate the most suitable option for the Saba family.

(9)

The Bed and Breakfast could be a good option for the family because it is the cheapest. It is located by the beach which is free to visit and there would be no added cost for breakfast as it comes included. It is a family room so ~~the B&B~~ has plenty of space however the only source of entertainment is the TV. The family may find themselves getting bored and may not enjoy their summer holiday as much as if they went for another option.

The self-catered apartment is also a good option for the family. Being a 3 bedroom apartment, there

would be plenty of space for the family to sleep comfortably. Self-catered accommodation could be a disadvantage because food is not prepared for them however it means they can pick and choose exactly when they want to eat and the apartment has a kitchen for them to prepare meals. The lounge, free WIFI and entertainment system is ideal to keep the children happy and entertained. The main disadvantage of this option is that it's on the third floor meaning it may be difficult to get the 2 year old baby to the room.

The holiday park is the most expensive option for the family however the caravan gives them more than enough room and the park has enough facilities, ^{e.g. swimming pool,} to keep the children entertained for the week without even leaving the site. The free on-site parking is a bonus but there isn't a restaurant on site which means they may have to leave to find places to eat or bring and cook their own food which means they can't relax as it would be a long drive, 2 miles

(Total for Question 5 = 9 marks)

to town.

TOTAL FOR SECTION B = 35 MARKS

TOTAL FOR PAPER = 60 MARKS

I feel that the self-catered apartment is the best option for the family as there is plenty for the kids to do and plenty to keep the adults entertained. It is also located in the town-centre meaning they can easily access restaurants and other activities for them to do.

A superb response well deserving of high marks. This example also shows good practice in the annotations and underlines the learner has made on the question paper scenario and for each option. The learner has provided a logical and well developed evaluation. The advantages and disadvantages of all three options are considered and points are developed and linked to the information eg 'difficulty of third floor access with a two year old'. A conclusion is provided. Level 3 marks are appropriate for a logical evaluation showing accurate knowledge, relevance and clear links to the context considering different aspects. The only reason this did not gain the full 9 marks is the conclusion is not fully supported in terms of the discounted options. It is also worth noting that it is not necessary to write reams and reams to achieve Level 3 marks; here the preplanning would have assisted the learner.

Summary

Based on their performance of this paper, learners should:

- Practice interpreting data on employment, inbound tourism, domestic tourism, GDP and also access data presented in different formats such as charts and tables – look for reasons behind the data and patterns
- 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
- Know details of all the key organisations listed in the unit content Topic B.2, including abbreviated names and 'real life' roles, types, products/services
- Know about 'tourism development and promotion' – types of organization such as regional tourism agencies advantages, disadvantages, roles and products/services, including real examples of organisations
- Know the ways that sustainable tourism can be achieved – research case studies/destinations for 'real world' examples
- Be familiar with the terminology used in the unit content as these terms and phrases will be used in the exam paper; eg: expenditure, income, vertical integration, gross domestic product, vertical integration
- Read each question carefully and underline the key words of the question to keep focus – watch out for multiple response questions where two marks are available

- 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

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