



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Firsts
In Travel and Tourism (21474E)
Unit 1: The UK Travel and Tourism Sector

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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 second exam series for the updated 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.

It was very pleasing to see an improvement in performance this series. The majority of learners attempted all of the questions, a range of marks was awarded and some excellent responses were seen. 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 updated specification. These documents can be downloaded here

<https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.coursematerials.html#%2FfilterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>

Overall most topics in the unit content 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 updated unit specification that learners appear to be unfamiliar with. Centres are reminded that the entire unit specification is in the scope for this exam.

Some learners needed extra answer sheets to continue their answers, it is really helpful if learners can please indicate that an answer continues elsewhere on the script. Some use an * 'continues on attached sheet'.

Examiners commented that some scripts were barely legible and learners are reminded to take their time to write as neatly as they can.

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 a discussion in Q2c. The question generated a range of responses and whilst different approaches are acceptable for a discussion learners need to be fully prepared in knowing what is required. 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 it was pleasing to see that Q3bi, Q4a 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 Q3bii. This required responses related to the advantages for The Cavendish Theatre of e-ticket technology. A proportion of learners gave the customer perspective rather than that of the theatre and did not score. This is a common error seen over a number of previous series.

Some learners misread Q4c which required advantages and disadvantages of visiting theme parks for different customers. This is one of the new question types and is a challenging question. Where it had been misread, learners tried to apply their answers to the scenario in Q4b about the expansion of The Deepings and did not score. If this had been connected to the context of Q4b the name of the theme park would have been used in the question and it would have been numbered Q4bii not Q4c.

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 does in fact answer the actual question.

Some gaps in knowledge or familiarity with the unit content and terminology was evident in some responses to questions. In Q1ci a range of vague and incorrect responses were seen, commonly 'more customers, more money'; the advantages and disadvantages of corporate groups/partnerships are given in the unit content.

Similarly, knowledge of key organisations and types of organisations, in the context of travel and tourism was weak. For Q3ai and Q3aii a significant proportion of learners failed to score any marks. Many learners could not give two functions of voluntary organisations in the travel and tourism sector for Q3ai; these are given in the specification. For Q3aii, the majority of learners clearly had no knowledge of AITO 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. The use of case studies or where possible, online interviews could aid a deeper understanding of roles, characteristics, funding and functions particularly of voluntary sector organisations. 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 the updated specification.

Whilst it was great to see 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 one or two of the possible four marks available.

Performance on Q5 showed most learners were prepared for an evaluation and some had made notes on the question paper to plan their responses, a good technique. Most learners made good use of the information, considering each option's advantages and disadvantages and summing up with a conclusion of the most suitable option.

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 question was fairly well answered although generated a range of responses. Where learners did not gain the mark for saying what inbound tourism was, this was generally either because they wrote about domestic or outbound tourism or the answer was too vague 'when people come into your country'.

This response gained 0 marks.

1 (a) (i) What is inbound tourism?

(1)

when you stay in your own country
for holidays etc.

This is domestic tourism.

This response gained 1 mark

SECTION A

1 (a) (i) What is inbound tourism?

(1)

When tourists come from overseas into
the UK.

Learners are encouraged to be specific and use the correct terms such as in this example 'tourists', 'overseas' and 'UK' avoid using words like 'your' or 'people'. All terms given in the unit content should be known.

Q1aii

This multiple response question was answered quite well by many who correctly identified two examples of outbound tourism as B – A family from England visiting Norway and C – A couple from Northern Ireland visiting France. A surprising number did not gain both marks and this

seemed to be due to confusion over which nations are within the UK; D was a popular incorrect choice – A group from Scotland visiting Northern Ireland. Similar questions have appeared previously and learners should be familiar with such examples of types of tourism. As seen on previous papers many learners are ‘losing’ marks by only selecting one choice suggesting they had not read the question carefully or had not noticed that two marks were available.

Q1bi

This was answered very well by most learners who were able to state one type of business travel. ‘Meetings’ was the most popular answer and then ‘conferences’.

Q1bii

This multiple response question was answered fairly well by many who correctly identified two types of leisure travel as A Staycation and C Holiday. Whilst the majority gained a mark for C Holiday, some incorrectly chose D Repatriation or E Hospitality, perhaps being unfamiliar with the term ‘staycation’. Some learners only chose one and in essence lost a mark. Learner must read the instructions and marks that made it clear that two answers should have been chosen.

Q1biii

This multiple choice question was answered well by most who gained a mark for correctly choosing D Health, as the type of specialist travel given in the example - ‘Anneesa is travelling to Bulgaria for dental treatment’.

Q1biv

This question was not particularly well answered by many who were unable to give two examples of education travel. The most common incorrect responses related to ‘travelling to teach/work’, vague ‘school trips’ with no detail; some just gave one word response ‘museum’ or else gave different types of specialist travel tourism ‘dark tourism’ but again did not give any detail. Popular correct responses gave examples such as ‘travelling to Spain to learn the language’.

This response gained 0 marks.

(iv) Give **two different** examples of education travel. (2)

1 ~~Traveling~~ Somewhere to move
Schools maybe.

2 Travelling Somewhere to teach
at a school.

The learner has attempted the question but has little understanding.

This response gained 2 marks.

Education travel is another type of specialist travel.

(iv) Give **two different** examples of education travel. (2)

1 a university studying Romeo and Juliet
going to a theater.

2 a History class going to Germany to learn
about world war two.

This is an excellent response showing a good level of understanding. When asked for similar examples of travel and/or tourism learners are encouraged to give specific details considering an appropriate destination/location/activity.

Q1ci

Some learners found this a challenging question, and seemed to lack any knowledge of the advantages of organisations in a corporate group. Common incorrect responses included 'more money', 'more customers'. Popular correct responses often related to 'sharing resources/staff', 'improved marketing/advertising' or 'access to a wider customer base'.

Q1cii

This was not particularly well answered and was a new style of question requiring learners to state that the interrelationship given in the statement was horizontal integration. Whilst some answered correctly others rewrote the statement or else explained it, suggesting perhaps they were unfamiliar with the term 'interrelationship'.

This is a typical response that gained 0 marks.

(ii) State the interrelationship given in this statement:

'Where businesses at the same level in the chain of distribution merge together.'

(1)

The businesses are working hard to stay
the same level in the chain of distribution.

Q1d

This straightforward test of knowledge of the unit content was not well answered by many who gave examples of a variety of examples such as TUI, Thomas Cook or Hays and others who gave a type of tour operator 'domestic'. Learners were asked to give a type as listed in the unit content and should know the differing requirements of 'type' and 'example'. The most popular correct responses were 'independent' and 'online'.

Q2ai

This question was answered well by the majority who correctly gave 2014 as the year which had the highest number of overnight trips.

Q2aai

This was well answered by the majority who correctly gave 'hotel/motel' as the accommodation type with the highest number of overnight trips in 2016

Q2aiii

This multiple response question was answered quite well by many who correctly identified at least one of the following correct answers:

A – The number of overnight trips in campsites/caravan parks decreased from 2014 to 2018 and E – The number of overnight trips in second homes increased from 2014 to 2018.

It was disappointing again to see learners 'losing' marks by only selecting one choice suggesting they had not read the question/or the marks available. Which two – is emboldened to signpost this. Learners should

be reminded if there is a choice of five ie A to E they must choose two answers.

Q2b

This question required learners to give two products and services, other than self-catering facilities, provided by youth hostels. It was testing straightforward knowledge of the unit content and so it was disappointing that most learners did not score well here. A wide range of incorrect responses were seen from those who clearly did not know what a youth hostel was and gave – ‘bathroom’, ‘bed’ or ‘housekeeping’. A surprising number wrote about hostels for the homeless/shelters and gave ‘counselling’, ‘rehabilitation’, ‘therapy facilities’ or ‘a safe/warm place to stay’. Where marks were gained it tended to be for ‘dormitories’ or some idea of ‘shared rooms’ and ‘common/games rooms’. Examiners were looking for products/services unique in terms of accommodation for youth hostels as given in the unit content.

Q2c

This is a new type of question in the question paper for the updated specification. The question is designed to be a challenging one. This series it required a discussion of a complex topic – the principles of sustainable tourism. The question was not particularly well answered by most. Some seemed uncertain on how to approach a ‘discussion’. For a discussion, learners can take different approaches. Essentially, they needed to demonstrate their knowledge of the topic/content i.e. sustainable tourism and link this to the situation in the question – in this case how organisations in the travel and tourism sector are meeting the principles. They needed to consider different aspects of the topic for instance by considering different organisations (accommodation, transport, tour operators) and how they meet the principles of sustainable tourism in relation to reducing their impact on the environment and local cultures. They could also have considered the ways some organisations may not be meeting the principles. A conclusion is not needed. Some gave very basic ideas ‘collect litter’ and ‘more bins’ other learners wrote in general terms about recycling, single use plastic, landfill but did not connect these to travel and tourism organisations. It was however pleasing to see that some learners had studied how organisations are meeting the principles and were able to give appropriate examples of what organisations including British Airways, Premier Inn and Alton Towers are doing. These accessed the

higher marks and also tended to discuss both the environment and local cultures.

This response gained 0 marks.

(c) Discuss how organisations in the travel and tourism sector are meeting the principles of sustainable tourism.

(6)

Organisations in the travel & Tourism Sector
are ~~not~~ meeting these principles by cleaning up
waste from the area. + By making more job opportunities
for local people. Saving ~~electric~~ energy which
then saves the company money.

The response is too vague – job opportunities for local people was given in the stem – ‘generate future employment for local people’ and as such was not credited.

This response gained 5 marks

(c) Discuss how organisations in the travel and tourism sector are meeting the principles of sustainable tourism.

(6)

By creating jobs in the local community, Hotels create a good impacts on local communities creating a stable income. Hotels could also make sure they minimise waste, and responsibly dispose of any waste there is. By ensuring there is a minimal impact on the environment following reduce, reuse and recycle. When building new organisations and ensuring there are no destruction of eco-systems and ensuring biodiversity. Another principle met by organisations is by not monopolising local communities - educating locals/staff on how to keep a low impact on environment.

This response is not particularly well written but we can see clear focus on the environment and culture. There is accurate knowledge in the use of appropriate terminology 'ecosystems' and 'biodiversity'. Most of the points are relevant and ways are given 'jobs in hotels for locals gives them a stable income', 'dispose of waste responsibly', 'educate locals' about the environment, 'when constructing do not destroy the environment'. Whilst these lack specificity in terms of detail, the response is clearly about travel and tourism, some preplanning of the

answer to organise thoughts may have helped in terms of cohesion and connections.

SECTION B

Q3ai

This was not particularly well answered by many. The word ‘function’ appeared to be poorly understood by those who incorrectly gave ‘charity’ or ideas related to volunteering or else examples. This was a straightforward question directly testing knowledge of the unit content. This is a typical response that shows no understanding of functions and gained 0 marks.

(a) (i) State **two functions** of voluntary organisations in the travel and tourism sector. (2)

1. Run by a charity

2. voluntary work

This response gained 2 marks for two valid functions.

(a) (i) State **two functions** of voluntary organisations in the travel and tourism sector. (2)

To raise money

To help their local community or environment

Q3aii

This question was poorly answered by the majority who did not appear to have any knowledge of ATO. Key organisations are clearly given in the specification and in the updated edition it makes clear that besides general roles, learners should also have an understanding of the specific and actual roles of each of the organisations listed. Many did not attempt the question. Popular incorrect responses related to the roles of tour operators, ABTA or the CAA and gave ‘provide/plan holidays’, ‘repatriate stranded holidaymakers’ or ‘making sure aircraft are safe’.

This response gained 0 marks.

The Association of Independent Tour Operators (AITO), is now known as
AITO – The Specialist Travel Association.

(ii) Give **two roles** of AITO.

(2)

1 gives people discounts for holidays

2 offers a package holiday

This is a typical response highlighting a lack of knowledge of AITO and its role.

This response gained 2 marks.

The Association of Independent Tour Operators (AITO), is now known as
AITO – The Specialist Travel Association.

(ii) Give **two roles** of AITO.

(2)

1 ~~Protect~~ Represent Independent
tour operators.

2 Make sure customers are ~~is~~ satisfied
and good quality holiday packages are sold.

It is clear the learner has some knowledge here. One mark was awarded for 'representing independent tour operators' and one mark for some understanding shown in the second response about 'ensuring standards/good customer service'.

Q3bi

This question was answered fairly well by most learners. Where learners failed to score this was often where they did not recognise this question required technological developments for hotel guests, ie those staying at the hotel and many incorrectly gave 'online booking'. Others did not focus on technological developments and gave TV and phone. Some

gave vague 'you can order room service' without identifying the actual technology/device or else gave the device 'app' without saying how guests might use it. Overall though some good understanding was seen and it was pleasing to see excellent responses and learners gaining marks here. Common correct answers included 'QR codes', 'key cards', 'self-service check in' and 'tablets/apps for room service'.

This response gained 2 marks

(b) (i) Explain **two** ways technological developments have improved the experience for hotel guests. (4)

1 one way is that it has improved as they have the technology of having electric room key cards. This is because no one can just walk in to the room that they are staying in and its safer.

2 Another way is that they have the computers to keep the hotel guests information and data on when they are staying. This is because it can see ^{how} ~~what~~ is the actual person and who isnt for safety measures.

In the first response, one mark was awarded for 'key card' and one mark for the explanation relating to safety and security. The second response is a bit confused and not related to the guest experience.

This response gained 3 marks.

(b) (i) Explain **two** ways technological developments have improved the experience for hotel guests. (4)

1. One way technological developments have improved the experience for hotel guests is mobile apps, so you can order food / room service on your phone.

2. A second way technological developments have improved the experience for hotel guests is WiFi, because they can access any app whilst at the hotel.

In the first response, one mark was awarded for 'mobile apps' and one mark for the justification linked to 'ordering room service'. Wi-Fi was accepted so one mark for this, however the elaboration is too vague.

Q3bii

This was not particularly well answered where learners gave two advantages of e-ticket technology for customers. The question required two advantages for the theatre, responses from a customer perspective did not gain marks. Where the question had been read carefully, popular advantages related to saving costs and reducing queues. It was pleasing to see some creative thinking where learners considered the safety aspects for the theatre and staff and advantages under the Covid pandemic such as 'not handling cash' as well as advantages relating to a 'better image' from saving paper being good for the environment.

This response gained 0 marks.

(ii) Explain **two advantages** for The Cavendish Theatre of e-ticket technology. (4)

1 you are able to book the ticket online. So it means you dont have to hop you can buy a ticket on that night.

2 you get a notification for when the tickets are on sale so you can be ready to buy a ticket

This is a typical example of a response from the customer perspective and gives advantages for customers – highlighted by the use of the word ‘you’.

This response gained 4 marks

(ii) Explain **two advantages** for The Cavendish Theatre of e-ticket technology. (4)

1 Makes it easier for the customer to buy a ticket, which provides many benefits for The Cavendish, such as a customer who is willing to return, more bookings as it is easier to get tickets, etc.

2 Makes it easier for the Cavendish to get the money into their bank accounts as it is being directly transferred instead of being paid in cash. This makes it easier for the customer and the Cavendish

It is clear the learner is writing from the perspective of the theatre. In the first response, one mark was given for the advantage ‘easier for customers to buy tickets’ and whilst the justification is a little weak, one mark was awarded for the understanding shown and link to encouraging ‘repeat customers’. In the second response, this is a good example of ‘out of the box’ thinking and one mark was awarded for the advantage of

money being paid 'straight into their account' with the justification accepted linked to the inconvenience of handling cash

Q4a

This was a popular question that most learners really engaged well with, answering with some confidence to gain marks. Popular correct ways to increase sales revenue included 'opening a gift shop/café', 'opening longer', 'holding events' and being a 'wedding venue'. The most common incorrect 'ways' given were vague and generalised and not linked to the context such as 'advertising', 'website' and 'online booking'. Justifications were, for many, a weakness with some just suggesting 'will make more money' or else repeated the stem 'will increase sales revenue' better responses referred to 'increasing secondary spend', 'attracting a wider customer base' or that a fee could be charged.

This response gained 2 marks

(a) Explain **two other** ways the family could increase sales revenue at Pennington Hall. (4)

1 They could put a cafe so people can have a coffee

2 Charge people to use toilets

One mark for the way to 'open a café' in the first suggestion. One mark was awarded for 'charge to use toilets' as it was felt this was an unusual suggestion but valid due to the cost of maintaining and cleaning such facilities and such charges are becoming more commonplace in many tourist areas.

This response gained 3 marks

(a) Explain **two other** ways the family could increase sales revenue at Pennington Hall. (4)

- 1 They could bring out merchandise and things to sell so that the consumer is also spending money on other things rather than just the entry fee.
- 2 They could open up more rooms for people to stay overnight which would greatly increase their sales revenue.

In the first suggestion 'sell merchandise' was awarded a mark for a valid way and one mark for the justification linked to an understanding of 'secondary spend'. The second suggestion was awarded one mark for 'room hire' but the justification is a repeat of the stem so no marks were awarded.

Q4b

At this level, the economic multiplier effect is a challenging concept for learners so it was pleasing to see that the majority did attempt to answer the question and possibly picked up a mark. Often learners gained a mark for identifying a reason such as 'people can stay longer in the hotel', 'increases tourist spending' but then struggled to articulate their thoughts and make clear connections to the multiplier effect. Common incorrect responses gave benefits to the theme park - 'more popular' or 'more money'. Some learners did gain higher marks with sound responses, albeit these were in the minority.

This response gained 1 mark.

(b) Explain **two reasons** why this new development will bring benefits of the economic multiplier effect to the local area.

(4)

1. If they build a hotel, they will need builders to do it, so will pay them and then the building company will pay its employees
2. They will need plumbing to be done so will have to pay a plumbing company to do it, they will then pay staff

Some understanding and application is shown here though not well expressed in terms of justification. One mark was awarded for the idea of 'creates indirect employment'.

This response gained 4 marks

(b) Explain **two reasons** why this new development will bring benefits of the economic multiplier effect to the local area.

(4)

1. The new development will benefit the economy in the local area as the chalets are self-catering. This will encourage customers to buy local produce creating more profit for smaller businesses.
2. The other reason it would benefit the local economy is that the hotel will require staff, offering more jobs within the local community. This causes the disposable income to increase meaning more money is put back into the economy.

Here in the first response one mark was awarded for 'self-catering chalets so customers will need to buy local products' and one mark for the justification linked to the idea of 'increased sales for local businesses'. In the second response, one mark was awarded for 'staff would be needed in the hotel' the justification is quite weak but shows understanding about 'more money circulating in the economy' and was awarded the mark.

Q4c

This question was not particularly well answered by some. This is a new type of question for this question paper, following the update of the specification. Learners should be prepared to explain advantages and disadvantages of aspects of the unit content. Some learners failed to score where they misread the question and wrote about the advantages and disadvantages of expanding the theme park following on from Q4b. Another common weakness was where learners wrote in general about the advantages and disadvantages of theme parks but did not connect these to different customers. Where learners provided appropriate advantages such as 'range of ticket options' and disadvantages such as 'height restrictions' many struggled to offer any reasoning linked to different customers.

This response gained 2 marks.

(c) Explain the advantages and disadvantages of visiting theme parks for different customers. (6)

The advantages of visiting a theme park as a Teenager would be that everything is Fun and they will enjoy it alot. The disadvantage of this would be Sometimes you have to be a certain height so they might not be allowed on the ride.

The advantages of going to a theme park if you were disabled would be faster access of ~~going in~~ ^{getting in} inside, but a disadvantage would that you cant access some of the ride's and experience the joys. Another advantage would be that it might be cheaper for disabled people.

Another advantage for a teenager would be that you don't have to pay for what you want because your Mum/Dad/Career would pay for you. An disadvantage of this would be if you really want something and your Mum/Dad aren't getting you it, you will just have not allow it.

(Total for Question 4 = 14 marks)

One mark was given for the disadvantage of 'restrictions' in the first paragraph, however there is no development or reasoning to say why this is a disadvantage for some customers. In the second paragraph one mark was given for the advantage of 'priority access for disabled', the explanation is not really linked and repeats restrictions.

This response gained 5 marks

(c) Explain the advantages and disadvantages of visiting theme parks for different customers.

(6)

Some advantages of visiting theme parks is that theme parks have a range of different rides so this will point towards the different customers, this is good because a range of people can visit. Also if an individual hasn't been to that theme park it will be a new experience for them. Some disadvantages are that some theme parks may point towards a specific group of people, for example Nickelodeon land is aimed at children so it won't be useful for teenagers or adults. Another disadvantage is that all theme parks are similar so people may get bored of visiting different theme parks. Also some theme parks may to special offers such as a family ticket which will make it cheaper for families to go which is an advantage. This may also include that children under a certain age will get into the park for free, this will be good if they are too young to go on a ride you don't have to pay for them. They might also be offers that children ~~eat~~ eat free or have discounts this could help larger families.

(Total for Question 4 = 14 marks)

The advantage 'range of rides for all' was accepted and gained one mark but the explanation is just a repeat. It was really good to see an example included showing some depth of understanding of 'children's theme parks'. This was identified as a disadvantage and awarded one mark, and one mark for some basic explanation related to different customers. A few advantages all based on a similar idea of family tickets/discounts was given one mark and one mark for the idea of 'not paying for those who cannot go on all the rides'.

Q5

This question was fairly well answered by the majority of learners. It was clear many enjoyed the question and had allowed enough time to answer it. Some wrote lengthy responses requiring extra sheets. Learners are reminded it is the quality of responses and not the quantity that tends to gain the higher marks available and that for an evaluation it is not appropriate to describe all the options which could also waste time. Learners were provided with information on three possible transport options and details of a couple planning a short break to Bruges in January with their young son. The question required learners to evaluate the suitability of each of the three options for the couple and their son. There were a number of reasons some learners did not access the higher marks available. Some misunderstood the question and wrote about the 'sustainability' of each transport option rather than the 'suitability'. Others just chose one option and gave the advantages of that option and did not evaluate the other options or say why their chosen option was the most suitable. Many gave generalised comments based on journey time and cost, even though no details on cost were provided, such responses were generalised 'it is quicker by air' or 'it will be more expensive' and not linked to the couple nor the context given. Many learners did not provide a conclusion of the most suitable transport option and this hindered achievement. For an evaluation, learners are reminded that they need to provide a conclusion that is supported – one summative sentence is not enough for the higher marks. In their conclusion, they need to draw on their evaluations of each option and give reasons relating to the benefits of their chosen option compared to the disadvantages of the discounted options. In general, most learners seemed to enjoy the question and many gave logical evaluations that considered a range of appropriate advantages and disadvantages of each option in detail, and made clear links to the couple and the scenario. These then often provided substantiated conclusions. Many recognised the difficulties of travelling with a baby, with luggage and a pushchair, the confined spaces and challenges faced for the baby on different modes of transport and its potential reactions, possible impacts

on fellow passengers, some considered the difficulty of driving abroad in terms of language/road signs and some recognised the risk of disruption due to the weather in January – though fewer picked up on this aspect.

This response gained 5 marks

Evaluate the suitability of each of the three options for Luca and Claude and their son. (9)

The ~~suitability~~ ^{suitability} for Option 1 is weak as it is a long trip. ~~However~~ ^{However}, the stay over night in the ferry could also a benefit as it gives the family a time to rest before the trip to Bruges. Option 2 is a long flight which is bad for the child and it is a lot of stress for the parents as it would be hard to keep their child entertained as they would still have to travel for extra time on railway. However, this option would take

less time than the other 2 options which could be an advantage. Option 3 is ~~un~~unshittable for the family as the pushchair makes it harder to change stops and it would be a long and tiring trip for the family and the child who is only 4 would become frustrated and bored during the trip. Whereas, option 2 would be more relaxed and less stressful as ~~that~~ the family would be able to take a break while travelling.

Here there is evidence of accurate knowledge and understanding, with relevant links to the context for all three options. Some elements are a little generalised and the conclusion is brief. Overall it is clearly an evaluation of the options with comparisons made and consideration of the couple and their son.

This response gained 7 marks

Evaluate the suitability of each of the three options for Luca and Claude and their son.

(9)

The advantages of going by road and ferry would be that they only have to drive for 1h30m. The disadvantages would be that they have to stay on the ferry for 12 hours overnight. This is not good as the baby would be unsettled through the night, it would be a hassle to keep moving the pushchair from car to ferry then back to car. It is also a very long time to travel, as soon as they get there it would be time to come back home.

The advantages for air and rail would be that it is the quickest option for the baby, it will be comfortable and you can sleep on

the plane with the baby. The disadvantages would be that it may be a hassle to get the pushchair onto the plane with the luggage and they wouldn't be able to give the baby a bottle during the flight.

The advantages of going rail then eurostar would be that the baby could have a bottle and nap on the train, it is comfy too. Then the baby can go in the pushchair for the 5 minute walk. Then they get the eurostar for 4 hours and the baby will fall asleep again.

In my opinion, there are no disadvantages for rail and eurostar which is why i think it's the most suitable for this family. It is an easy, comfy journey for the baby and the adults with alot of rest and when they get there, there is still alot of time for their activities. - This is also the best way to transport their luggage.

(Total for Question 5 = 9 marks)

The learner has provided a logical and well developed evaluation showing some accurate knowledge. The advantages and disadvantages of all three options are considered in detail and all points are clearly linked to the scenario. A supported conclusion is provided.

Summary

Based on their performance of this paper, learners should:

1. Know that the UK is comprised of four nations when answering questions about types of tourism. Give answers that say where tourists are traveling to and from, you can include an example to support your answer, but don't just give an example unless asked for one.
2. Be prepared to answer questions testing your knowledge of the unit content, know what all the terms mean such as inbound tourism, staycation, education travel, horizontal integration, the principles of sustainable tourism, functions of organisations and economic multiplier effect. Also know all the key organisations listed in the unit content including abbreviated names such as AITO and their 'real world' roles, products/services
3. Recognise the difference between what is required for an 'example' and a 'type'. You will find types of travel, types of travel agents etc are given in the unit content whereas examples are those you will learn about in your studies and will be names of 'real' organisations. When you are asked for examples of different types of travel give specific details, consider an appropriate destination or location or activity or purpose as appropriate.
4. Avoid throwing marks away! Some questions are called Multiple Response Questions and you have a choice of five possible answers – A- E. For these there are two marks so you must choose two from five. Where there are four possible answers, A - D this is Multiple Choice and there is just one mark so choose one from four.
5. Know the difference between 'suitable/suitability' (Q5) and 'sustainable/sustainability' (Q2c) and know how the principles of sustainable tourism can be met by organisations in travel and tourism – research case studies/destinations for 'real world' examples
6. Be prepared! Some questions may require you to consider advantages/disadvantages for customers and sometimes they may require you to consider these in relation to an organisation. If you get this wrong you will not score. Underline the key words in the question 'for customers' or 'for the theatre'. Be clear in your answer, use the organisation's name to keep focused. Avoid using the word 'you' in any of your answers as this not appropriate and can be vague.
7. Know what is required for a discussion. Plan your response by making notes of the different aspects you can consider, this could include positive and negative points or different views; make

connections and links to the question; show that you know the subject being tested; aim to cover a range of different aspects. You do not need to produce a conclusion. 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

8. For questions that require an evaluation remember to give a conclusion. Use the information on the circumstances, customers and their needs that are given in the scenario. You are expected to make links to these so avoid general statements 'it's quicker'. Instead make comparisons 'the benefit of going by air is that it will take less than 6 hours whereas the journey by ferry is 14 hours'. Do not just rewrite the information provided.
9. 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
10. Re-read your answers back to check you have answered all aspects of each question.



Llywodraeth Cynulliad Cymru
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