



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Travel and Tourism (20208K)
Unit 2: Global Destinations

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Introduction

This report has been written by the Lead Examiner for the BTEC Unit 2 – Global Destinations. It is designed to help you understand how learners performed overall in the Set Tasks of the task based external assessment. For each activity, there is an analysis of learner performance together with sample responses. We hope this will help you to prepare your learners for future external task based assessments.

It is recommended this report is read in conjunction with all the associated documentation, the Part A: Research tasks, Part B: Set Tasks for the external task based assessment, Part B: Information Booklet and the Mark Scheme.

This was the first task based external assessment/exam series for the Pearson BTEC Level 3 Nationals Extended Certificate, Foundation Diploma, Diploma, Extended Diploma in Travel and Tourism, Unit 2 Global Destinations.

The task based external assessment had a total of 60 marks available.

It was very pleasing to see the majority of learners attempted all three activities and a range of marks was awarded. Some competent responses were seen and this reflects the hard work taking place in centres to fully prepare their learners for this new and unique assessment.

To support centres in preparation for the external task based assessment, it is highly recommended that centres access the material available to download from the Pearson website. Particularly, both of the Sample Assessment Materials (SAMs) which include sample task based external assessments Part A and Part B, Information Booklets and Mark Schemes. In addition, following each external assessment/exam series, the Lead Examiner Report will be available to download and it is recommended centres access these too.

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

Whilst it is appreciated that the assessment requires a lot of writing, examiners commented on the illegibility of some responses and learners are reminded to take their time to write as neatly as they can.

Introduction to the Overall Performance of the Unit

This external task based assessment is in two parts. The first, Part A is issued ahead of the date of the formal assessment and gives details of research tasks learners should carry out. It also includes instructions on what learners are permitted to bring to the formal assessment. Part B includes an Information booklet with information to support the activities; Part B also includes the Set Task – this is the three activities that comprise the formal assessment. The formal assessment should be completed in three hours and has 60 marks available.

Overall, results were very encouraging for the first series indicating the task based external assessment was accessible for learners.

The external assessment successfully discriminated across all ability levels and marks were awarded across all four mark bands of the marking schemes for each activity.

The main reason for some slightly disappointing marks, particularly in Activity 1 and Activity 2 was largely due to a combination of exam technique and unpreparedness for the tasks with regard not really knowing what was required. Too many learners gave descriptive responses, either rewriting information provided or writing up their research notes with little regard to the specific requirements of the task.

For example, one of the key skills/techniques required for Activity 2 was the ability to assimilate and interpret all the information provided in the itineraries/transport options and to then discriminate which was the most important/relevant features for each option with reference to the customers' needs and requirements. Only the most able demonstrated this and provided clear summaries of the options that incorporated evaluative comments; in the main learners described each itinerary option with sporadic summative comments.

It was encouraging to see some learners planned each response using the answer booklet to sketch out a structure and content – this was then crossed out to show where the responses started, an excellent technique. All learners must read in full the activity details and identify exactly what is being asked of them. Ahead of the formal assessment they need to plan the time they need to spend on each activity. For instance they should plan to spend less time on Activity 2 which has the fewest marks (16) and the most time on Activity 3 with the highest

number of marks (24). It is vital that learners read all the information available before even attempting to write an answer to an activity. Part of the time allowed for each activity should be for 'reading/absorbing' and 'planning'.

There was evidence that some learners struggled to incorporate all the elements of each activity. They needed to first identify the specific requirements of the activity, then consider the information available ie their research notes and/or the information provided and then to be focused and only select the relevant details needed for the activity. Many were tempted to include everything and often lost focus – such accounts were generalised with little consideration of the task requirements resulting in the lower marks being awarded. For the higher marks, they needed to show they had differentiated between all that was available, the specific details they needed and what was irrelevant. So for instance, deciding and selecting which elements of their own research were the most relevant to the activity. It is understandable, being the first series there may have been some unfamiliarity, uncertainty and inexperience in this skill but this is something that centres and learners can certainly improve and work on for the future.

There were two aspects of Activity 2 and Activity 3 an evaluation and a justified recommendation. A surprising proportion of learners apparently missed the requirement for a recommendation and did not provide one, others just offered a couple of sentences. Providing a justified recommendation is a key element of both activities, again with guidance and practise learners can seek to improve the skills needed.

Individual Questions

The following section considers each activity on the Part B Set Tasks, task based external assessment, providing examples of 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 documentation mentioned above and the corresponding mark scheme.

Activity 1

In Part A the research preparation for Activity 1, learners were provided with a brief introduction to Banff National Park and required to conduct research into three features and aspects of Banff National Park. In Part B, the Set Task for Activity 1 required learners to write an article that explained the key features that make Banff National Park suitable for year-round adventure tourism. They were instructed that in their article they needed to make reference to the key features that make Banff National Park suitable for year-round holidays and adventure tourism.

They needed to use their own research and the information on the weather in Banff National Park provided in the Information booklet to support their article. This activity was worth 20 marks.

As the first activity in the first ever series, it was really pleasing to see some excellent responses and it was clear learners enjoyed the activity and displayed a good level of knowledge and understanding of Banff National Park. In general, they engaged well with the scenario and it was evident that most had conducted a good level of research. Many identified the link between the national park's natural attractions and different outdoor activities, including adventure and all year round options. The activity generated a range of responses and different approaches accessing all the marks available across the four mark bands.

The main common weakness that hindered achievement for many was perhaps rushing into the activity and starting to write before working out exactly what was actually required. For instance, many did not make any reference to 'key features' at all even though it was emboldened in the instructions, similarly many missed 'explain' and gave wholly descriptive accounts.

Where the lower marks were awarded a number of other common issues were noted:

- Responses that were directly copied from research notes and included irrelevant information that was not related to adventure tourism, year round holidays in Banff National Park

- Descriptive responses that read like promotional travel guides or brochures including phrases such as 'you'll be amazed at the views' and 'you can stay here quite cheaply' and did not meet the task requirements
- Responses matching the suitability and appeal of Banff National Park to different customer types including facilities for the less mobile and families. These showed a lack of focus and understanding in relation to the requirements of the activity
- Creditworthy material 'buried' within a substantial amount of general information about Banff's history, accommodation, visitor numbers and accessibility that was not needed
- Responses that were overly focused on the weather graphs in the Information booklet and included detailed descriptions of the data with no link to research notes nor the activity ie adventure tourism/year round. It was also evident that some did not understand 'precipitation'
- Responses that repeated the statement 'all year round' rather than explaining why the feature was suitable year round. Likewise, many learners were not able to explain why features were suitable for adventure tourism and wrote in general about what tourists can do
- Lists of general activities which, whilst mainly appropriate for adventure tourism, were not specifically linked to Banff and its suitability. Learners did not make reference to their own research to give real locations and examples. For instance '...you could go canoeing and kayaking on the lakes, climbing in the mountains' is too generalised. For the higher marks, explanations needed 'sustained links' between activities and/or suitability to 'relevant examples' such as a named lake/key feature - 'Lake Louise'. Perhaps research was an issue and specific details such as names, locations had not been gathered
- Lack of focus with regards appeal and suitability. Some learners did not demonstrate an understanding of the key features giving Banff National Park its appeal which is the focus of Topic A that this activity targets.

Where the higher marks were achieved, an element of planning, organisation and selection from research notes, weather graphs and a dissection of the activity requirements was evident. This time spent in preparation was well worth it where it resulted in more focused and cohesive explanatory accounts that fully met task requirements and the higher mark bands.

Other contributory factors aiding achievement included:

- Selection of a range of relevant examples from research findings. Learners explained why these made Banff National Park appealing to those seeking adventure tourism; for example 'Banff appeals to adventure tourists

because of the diversity of natural landscapes from the rapids on Kicking Horse River which are good for white-water rafting to the Via Ferrata on Mount Norquay for rock climbing'

- Use of the weather data to link to seasons and how Banff was good for visits all year round. One structured approach to this 'year round' aspect was where learners considered one feature and what it offered tourists each season in terms of activities and experiences whilst referencing the likely weather conditions from the graphs. For example 'Mount Norquay is ideal for skiing and snowboarding in winter as there is a good amount of snowfall for four months and there is an established ski resort; for those seeking adventure in the spring when conditions are dry and mild but not too hot Mount Norquay is perfect for rock climbing, including climbing on the Via Ferrata'. An alternative structured approach to the 'year round' aspect was to consider the range of different adventure tourism activities that could take place at different times of year and then link to the key features/attractions/locations in Banff National Park.

This response gained 8 marks:

Your article must make reference to the **key features** that make Banff National Park suitable for:

- year-round holidays
- adventure tourism.

(20)

Banff is a National Park located in the province of Alberta, Canada. It is surrounded by beautiful mountains making it picturesque to all visitors. ~~The~~ Banff has something to offer all visitors all year around - especially adventure tourists.

Banff is a beautiful ~~the~~ fairytale-like winter destination. October through to April temperatures reach minus and snowfall is high. This makes it perfect for tourists wanting a little adventure. Activities are limitless including a horse drawn sleigh, evening ice walks, skiing and more. There are chances

to see Banks astonishing wildlife such as grizzly bears, bighorn sheep, wolves and other animals you don't see everyday. You can head out to Lake Minnewanka and see the Northern lights in person.

During the winter months several events are held which would be in an adventure tourists interest. There is an ice climbing experience where you can physically attempt to climb ice - this once in a lifetime experience is fun and safe for everyone. Santa on the mountain is held where you can go skiing with Santa and Mrs Claus. At the end of all this adventuring, tourists can stay at the Mount Royal Hotel. This hotel is 3 stars and costs £60 a night. It includes complimentary wifi, 24 hour desk service (so the fun doesn't have a curfew), bell service, three dining options, tour and activity concierge desk and as if that wasn't enough, rooftop lounge and hot tub. This is the perfect way to relax after a ~~fun~~ hectic day of fun.

Adventure doesn't stick with winter, by the time summer comes there's a new range of activities

Suitable for tourists There are next to ~~no~~^{no} Precipitation
in June, July and August. Temperatures can reach
to around 22°C with lows of around 5°C.

A huge part of Banff's culture is mountaineering.
This time of year is perfect for mountaineering
the Canadian Rockies and Cascade mountain. Beautiful
flowers begin to bloom such as the Common Yarrow
and the red huckleberry, these ^{all} give Banff its scenic
beauty. Head down to Lake Louise where you can
take part in canoeing with forest friends.

At the end of June, Banff day is held. This
is where visitors become closer to the history and
heritage of the National Park. The Whyte museum
opens its doors in celebration of its dawn
and the atmosphere is incredible.

The closest ~~at~~ airport to Banff is Calgary^(YYC). This
is 90 minutes away from Banff. The Rocky
mountain shuttle will ~~take~~ transport you between
the airport and the National park. The 90
minute drive is so scenic it's an
adventure in itself.

Overall, ~~I think~~ Banff is an excellent choice
for adventure tourism and many facilities

are provided to them.

In this response, there is some explanation of key features with links to some relevant examples from research. The response considers adventure tourism and the year round aspects. There are links to the weather information from the Information booklet and to key features. Some irrelevant examples are included - hotel and airport.

Overall, there is evidence of adequate knowledge and understanding of the key aspects affecting the appeal of Banff National Park for year round adventure tourism. There is an attempt to use relevant examples from the learner's research notes to support the explanation and there is an awareness of how the weather information from the Information booklet relates to Banff National Park's appeal for year round adventure tourism.

This response gained 16 marks:

Your article must make reference to the **key features** that make Banff National Park suitable for:

- year-round holidays
- adventure tourism.

(20)

Banff National Park is located in Alberta's Rocky mountains. Established in 1885, Canada's oldest national park is over 2,564 sq miles and is best know for it's stunning landscape which is home to hundedes of species of abduant wildlife, there is a huge range of activities making it perfect for year round adventure tourism.

Due to the wide range of activities available it means that the park can attract visitors all year round. One thing that allows Banff to do this is the large ski season which lasts from early November to late may. Skiing is a big attraction for the park during these months and tourist will often visit The Lake Louise ski resort. Voted number

1 ski resort in Canada at the 2019 ski awards. Reaching over 4,200 acres across 4 mountain faces, Lake Louise is one of the largest in North America and is known for a variety of gentle slopes and long cruising runs it is perfect for all ability ranges from beginners to elite. Because of the large ski season in Banff and the spectacular facilities offered, Lake Louise Ski resort is a key feature in making Banff National Park suitable for year round tourism as it attracts visitors from all over the world in the winter months to visit the resort.

Another reason why Banff National Park is suitable for year round tourism is the popular summer months and activities that can be taken part in during these months. June to August is the best summer months for Banff and is a popular time to visit due to it being the hottest time of the year. With average temperatures of over 20°C, high hours of monthly sunshine and little rainfall it is understandably people's ideal time to visit with a huge range of activities on offer. One of the most popular activities is golf. Banff Springs golf club, opened in 1911 this golf course is understandably popular due

to its stunning views and amazing course. ~~It is~~
~~it is one of the world's most scenic~~
~~places~~ It is home to the Devils cauldron
 4th hole which is famous for being one of
 the most scenic holes in golf. visitors of
 the course can also stay in the hotel connected
 to the course which is the famous Banff Springs
 hotel. built in 1888 this world famous luxury
 hotel which includes over 750 guest rooms
 and has restaurant and bar facilities along with
 a pool, gym and award winning european spa
 facilities it is the perfect place to stay all year
 round as there is hundreds of nearby activities.
 But it is especially popular in the summer months
 due to the golf course.

One feature that makes Banff National Park
 suitable for adventure tourism is the amazing
 scenery that can be witnessed from a variety
 of different points, and wildlife that can be
 seen throughout the park. with the park being
 home to 53 species of mammal including elk,
 grizzly bear and wolves. This can all be taken in
 through hiking trails around the park. One place
 visitors can go for adventure tourism to take in
 the views is Lake Minnewanka. ~~It is~~ known

as the 'water of Spirits', Lake Minnewanka is in the eastern area of the park and is the second largest lake in the Canadian Rockies where there is hiking and mountain bike trails to take in the spectacular views of the lake. There is also an opportunity to scuba dive in the lake and visit the famous sunken village which lies under the water, this would be an amazing adventure for tourist.

Another ~~activity~~ key feature that makes Banff National Park suitable for adventure tourism is the wildlife which can be viewed on guided float trips. Starting from \$60 per hour these float trips located at the Bow river is suitable for everyone and is a great way to experience the park's famous wildlife.

To conclude Banff National Park is suitable for year round holidays due to its lengthy ski season in the winter and warm months in the summer where visitors can take place in a number of activities. The park is also perfect for adventure tourism due to its beautiful wildlife and scenery and huge range of adventures to take part in.

(Total for Activity 1 = 20 marks)

This excellent response is a detailed explanation of Banff National Park's key features and its appeal. The response has a logical structure with a clear focus.

Overall, there is comprehensive knowledge and understanding of the key features affecting the appeal of Banff National Park for year adventure tourism/year round holidays. There are sustained links to key features and suitability. The explanation is supported by a wide range of mostly relevant examples selected from the learner's own research and there are relevant links to the weather information from the Information booklet.

Activity 2

In Part A there was no research preparation needed for Activity 2. In Part B, in the Set Task for Activity 2 three possible transport options details for a journey from Liskeard to Vienna were detailed in the Information booklet. In addition, learners were provided with a brief scenario with details of the needs and circumstances of customers seeking advice on the most suitable transport option for them. Learners were required to consider the needs/requirements and circumstances of the customers and each transport option and write an email to the customers. In the email, learners were required to provide an evaluation of each of the proposed transport options, based on the consideration of the customers' needs and a justified recommendation of the most suitable option. This activity was worth 16 marks, the least on the paper.

This was a popular activity that the majority of learners seemed to enjoy. Most made good use of the information provided and many wrote at length. All learners attempted the activity and it was good to see how they responded to the context in the terms of producing an email 'Dear customers' with an introduction summarising the situation and offering more help 'please contact me if I can help further' before signing off. Most learners evaluated all three options and considered their suitability, particularly in relation to the dog.

However, as observed for Activity 1, exam technique was a weakness for very many learners who perhaps did not spend time planning their responses and were unable to provide a logical and coherent evaluation.

Other common weaknesses that hindered achievement of the higher marks included:

- Descriptions of each transport option, in essence 'copying' each itinerary directly from the information booklet was a key weakness seen in a significant proportion of scripts. Some made no attempt to evaluate these at all. Many followed a pattern and gave descriptions of each journey and would then sum up with a simple statement identifying general advantages/disadvantages 'will be quicker/longer' rather than making links to the customers' specific needs, requirements and circumstances. Besides low scores being achieved, a concern here was the amount of time learners had wasted in rewriting information that had been provided and as such could not be credited with any marks. This did impact on Activity 3 as evidenced by the blank and brief responses seen
- Recommending one option as the most suitable with no reference to the

other options, nor how the decision has been reached was another common weakness in some

- No recommendation provided. Many learners missed the second part of the task activity and did not provide a recommendation of the most suitable option. Examiners had to scrutinise responses to see if a final choice could be inferred. Even where recommendations were given these often were too superficial and consisted of one sentence 'I think option 2 is best for you'
- Disjointed, fragmented responses. Even though Activity 2 attracts the lowest marks of the three, many learners wrote at length for this activity and in some cases required extra answer sheets. Commonly these lengthy responses were unstructured and were not entirely appropriate for the context, ie an email. They often lacked clarity and cohesion. Such responses tended to be repetitive and interspersed with descriptive elements and a tendency to 'go back' to one of the options or points made earlier. Generally these did not reflect what would be reasonably expected insofar as an email sent to customers evaluating and recommending transport options.

Overall where the higher marks were achieved, it was evident these learners knew what was required for an evaluation and had organised their thoughts with some plan regarding the content and structure of their email.

Good responses were seen where learners identified the most important specific customer needs from the outset. These learners had differentiated between generic needs such as cost and time and focused on those specific to the customers and the requirements in the scenario. These responses were consistent and integrated, often providing an overview of an option (without long winded descriptions) together with an evaluation specific to the customer needs. For example 'Option 1 involves two outbound flights (Exeter to Paris CDG and Paris CDG to Vienna) which, whilst expensive, will get you to Vienna two days prior to the show. Your dog will have to travel in the hold in a IATA compliant travel crate on both flights which if this is the dog's first experience of such, could be distressing but you have time to settle the dog in Vienna before competing; if the dog is used to flying having attended other shows abroad then this is a good option. Once in Vienna...'

Higher marks were achieved where a justified recommendation was provided. Learners concluded their evaluation by recommending the most suitable option and offering supporting reasons. For instance some summarised the main benefits of the chosen option with reference to the customers' specific

needs/requirements and compared these against the overall advantages and disadvantages of the discounted options.

This response gained 5 marks:

Write an email to the customers. The email must include:

- an **evaluation** of each of the proposed travel options, based on the consideration of the customers' needs
- a **justified recommendation** of the most suitable option.

(16)

Dear Sir/Madam,

After your recent enquiry of travel to Austria I have put together three travel options for you.

The first travel option is by ~~air~~ aeroplane. This will involve you driving to Exeter which will roughly take 1hr 15mins and will fly to Paris with Flybe with your dog in a travel crate in the cargo hold.

When in Paris you will have 2hr layover where your dog will stay in a pet relief area. You will then again travel to Vienna by Air France Flights will be from £965 with an extra £273 for dog transportation fees. While at dog show hotel is dog friendly with hotel from £120 per night with b&b included. For return the travel will repeat on way home. However I feel this will not be best suited to your needs as flights are expensive with your dog locked away for the majority.

Another option would be to travel by your car and motorail train. which involves driving to Dover which will take roughly 5hrs 30mins with options to stop on route which will cost £125 in fuel. when at Dover check into hotel which is dog friendly with treats for one night from £90 per night. with breakfast included. you will then travel by ferry to Dunkirk where you must stay in the vehicle while moving which will cost £90 plus £30 to transport your dog. you will then drive from dunkirk to Düsseldorf taking roughly 4 hours

with options to stop on route with the approx cost of fuel at £90. You will then get on a train to Innsbruck which will take 12 hours which will cost £660 for car transport and deluxe sleeper cabin and an additional £60 for your dog. The dog will be in cabin with you: once arrived you will travel 5 hours to Vienna which will cost £120 approx on fuel. once at dog show the hotel will be £120 per night for three nights with a dog friendly room. with return journey using same transport and connection. I again feel this does not suit your needs due to the amount of driving for one of you and the costs involved including travel times will be longer than 7 days.

The final option for your travel which I feel meets your needs much more is a rail and sail. you will depart from Liskeard to London Paddington via Great Western railways which will cost £155 standard with dog travelling with you. Taxi from Paddington to Liverpool St. which accepts dogs if asked for £32. you will then get onto a ^{train} ferry to Harwich int'l ferry.

terminal where the dog travels along side you. you will then head to the ferry port where with stena line super ferry britannica where the dog stays in kennels with dog blankets, Private deck area for exercise and toilet. It will take 9hrs to travel you will have an En-suite Cabin, Free wifi, tv with cctv channel to dog kennels. which will cost £310 for stena overnight Dutchflyer rail & sail integrated train and ferry service between London and Amsterdam with cabins. Day 2 of travels sees Intercity train and metro travelling to Amsterdam central with luggage lockers available with Price included in Rail and Sail. once there you will travel to Cologne via ICE train with your dog travelling with you for £66 standard or £83 first class. A Night Jet Sleeper train from Cologne to Vienna will cost £306 for 2 bed sleeper compartment with dog in cabin.

once arrived and checked into hotel costing £120 per night with breakfast included. Return Journey using same transport & connections. I feel this is better suited to you as it is cheaper and more relaxed with more time with your dog. take time to think and get back to us.

Kind Regards,
Travel agency Rep.

(Total for Activity 2 = 16 marks)

This is typical of the weaker responses. Each transport option is described. Disadvantages of two options are identified and a recommendation is provided relating to the advantages of the third option. There is some consideration of specific customer needs in relation to time with the dog.

The learner has provided a partially developed evaluation that on the whole identifies advantages and disadvantages with few links to the customer requirement/needs and a recommendation with limited justification and basic evaluation.

This response gained 15 marks:

Write an email to the customers. The email must include:

- an **evaluation** of each of the proposed travel options, based on the consideration of the customers' needs
- a **justified recommendation** of the most suitable option.

(16)

Dear Mr / Mrs, From all our itineraries offered to you I recommend option 2 as I think it fits your needs best.

Option 1 has both positive and negative. You will need to drive to Exeter yourself however this isn't a long drive. It is a 6 day trip when you asked for 7 and the first and last days are spent traveling. At the day show you have breakfast included. You can also keep the travel crate in the cargo hold when going from Paris to Vienna. This option will cost just under £3000 and when traveling food and refreshments aren't

included so that needs to be taken into consideration.

Option 2 has both positive and negative aspects. There is no driving at all and all transport is sorted out for you. This is a 7 day holiday like requested however the first two days are spent traveling. At the dog show breakfast is included with dog friendly rooms. For most of the traveling your dog will be with you apart from on the ferry where it will be in a kennel which does have CCTV. You get a chance to see Amsterdam and you are able to leave your luggage. All transport there is the same for when returning, costing around ~~£1800~~ £2000.

Option 3 also fits in with your requirements but it does have some negative with this option there is driving involved like in itinerary 1 however this option has around 19 hours of driving in total which is a lot we do understand that. This is an 8 day long trip with this option with a few of the days traveling but it is still around 7 days so it fits with your requirements. At the dog show

breakfast is included and rooms are dog friendly. At the Dover hotel there is a dog friendly room then the other journeys the dog will be with you, apart from when going from Dover to Dunkirk the dog must stay in the vehicle. This is the most expensive option out of the three and it is ~~over £2000~~ just under £3000.

Overall I recommend option 2, a travel agency worker. I think this option is the easiest for you as you have a dog as well as everything is completely sorted for you. The main reason ~~off~~ option 2 is recommended is because as a couple neither of you have to do any driving at all. Your dog is allowed on all of the trains. On the ferry there is a room just for dogs which has a camera if you may be worried about this. You are in Vienna from 21st to 23rd therefore you have a chance for yourselves and the dog to prepare and get sorted before

it starts on 12nd May. There are rooms for your dog with treats as well. On the night train you will have a deluxe sleeper and en-suite so both of you and the dog have as much comfort possible. On the ferry as well as CCTV there for the dog kennel you will have an en suite with free wifi. All transport there is the same when returning, we hope this would make your trip as stress-free and easy as possible. When on the ICE train from Amsterdam to Cologne you have the option of travelling standard or first class, so if this is the option you choose please let us know. If travelling standard your total cost will be just over £2000 which is cheapest out of all three. Thank you for contacting our travel agency I hope I helped you regarding your trip and we hope to hear from you soon. Many thanks.

(Total for Activity 2 = 16 marks)

In this well considered response, the learner has assimilated the itinerary details to present an overview of each option. The key aspects of each option have been selected and the response is fully focused on the customer throughout and has some depth and detail in terms of consideration of needs and requirements. The learner has presented their findings appropriately. It is worth noting that the higher marks can be achieved within the answer space provided, as in this example.

Overall this is a comprehensive evaluation of all three options that considers a range of competing arguments. Sustained links are made to needs that include general (such as the free time in Amsterdam and specific (dog's needs and safety). The recommendation is detailed, fully supported and justified with relevant evidence (relating to the customers' needs, the dog needs and requirements specific to dog show).

Activity 3

In Part A learners were required to research four given factors that could potentially affect the popularity of Japan as a tourist destination, as preparation for Activity 3. In Part B, in the Set Task for Activity 3 learners were given a brief scenario and were required to use their research notes on Japan and the case study information on Brazil (given in the information booklet) to write a report on both destinations. The report had to include an evaluation of the influence of image and promotion on the popularity and appeal of Brazil and Japan and a justified recommendation for either Brazil or Japan as the destination the travel agency should promote. The report should have referred to how the popularity and appeal of Brazil and Japan may be affected by hosting international sporting events and publicity.

This activity was worth 24 marks, the most on the paper. Of the 24 marks, 16 marks were available for the evaluation and recommendation and 8 marks were available for synthesising ideas and evidence to support recommendations.

This was a challenging activity requiring a number of skills so it was really pleasing to see some learners produce a good standard of work here on the first series. There was evidence of, in some cases extensive, research having been carried out on Japan and of an understanding of the influence of publicity on the popularity and appeal of destinations. Many wrote at length and some superb responses, deserving of high scores were seen.

The key common weakness limiting marks seemed to be that many learners did not grasp that an evaluation was required, or else did not know how to approach one in this context. They had not fully understood what was required. Some presented their responses as two separate comparisons with no real synthesis, lacking evaluations and conclusions.

Time may have been an issue for some and it was disappointing to see some blank responses where the activity had not been attempted at all. Also where responses were largely descriptive as learners had rewritten the information on Brazil and their own notes with just the briefest of references to any of the task requirements. This wasted time and resulted in the lower marks being awarded, or in some cases zero if there was absolutely no creditworthy material. Many learners also wasted time with lengthy descriptions about each country's location; a brief locational description to support an introduction would have been sufficient.

Another common weakness was a lack of focus on 'popularity and appeal', where the specifics of the task were not clearly addressed or understood and examiners had to seek them out from within a lot of general information that was irrelevant. Some struggled to make the link between the factors and their influence on popularity and appeal.

Whilst many identified how a particular factor may influence popularity and appeal few developed their points and gave simple ideas such as 'this would create a bad image'.

Responses tended to portray Brazil's media coverage as negative and Japan's as mainly positive (the exception being coverage of natural disasters). Hosting international sporting events was always seen as positive in terms of income and links to increased visitor numbers, although this did not always explicitly then link to the popularity and appeal.

A common weakness across all abilities was the absence of a recommendation as seen in Activity 2. This may have been a timing issue or it perhaps reflects a lack of focus/purpose or else not knowing what to write.

Where the higher marks were awarded some well-structured, logical and detailed evaluations with justified recommendations were seen.

It was evident in the best responses that learners had understood this activity required an evaluation of the influence of the factors on both countries. Some considered the relative importance of factors and some demonstrated an awareness that hosting international sporting events may not always be positive for a country's popularity and appeal e.g. from the negative images surrounding the staging of the Olympics in Brazil. Equally that such events while being broadcast to millions around the world may not actually result in future significant increases of inbound tourism. Others balanced the very real danger presented by possible future natural disasters in Japan against the risk to tourists of the drugs and criminal gang activities in Brazil.

Higher marks were often awarded where learners maintained their focus on 'popularity and appeal' and offered specific details to support points made.

Where recommendations were provided, it was encouraging to see that some, probably the most able, picked up on the 'increasingly more popular' element from the scenario. Whilst all learners had researched visitor numbers for Japan and the Brazil information included visitor numbers, only a minority spotted the vast difference in scale in inbound tourism figures between the two countries and used

this to support recommendations that Japan would be best as it was already 'increasing in popularity'.

Another successful strategy was seen where learners had reworked the information on Brazil with some interpretation and offered structured responses, again focusing on popularity and appeal. In such responses learners had pulled all the information together – their research notes, the case study on Brazil and their own learning of the topic to synthesise their ideas into a logical and coherent evaluation.

This response gained 6 marks (4 marks for the Evaluation/Recommendation and 2 marks for Synthesis):

You should make reference to how the popularity and appeal of Brazil and Japan may be affected by:

- hosting international sporting events
- publicity.

(24)

In this report I will be talking about how the image and promotion effects a ~~country's~~ country's popularity and appeal. The two destinations I will focus on are Brazil and Japan.

The image Brazil has is increasing every two years because Brazil had a dramatic increase of visitor number between 2010 and 2014. ~~then~~ However in 2018 the visitor numbers didn't increase as much as there was lots of media coverage in 2018 talking about a fire rage and collapsing building ~~where~~ ~~had~~ in Brazil's most famous tourist destination. There was no

warning about the building being ~~about~~ able to collapse which ~~is~~ must of made some tourists scared to visit the Destination. The collapses became a recurring problem because of the economic slowdown and then Brazil had to also spend lots of money to ~~repair~~ repair and maintain all the structures and building. In some of Brazil's major cities like Greater Sao Paulo, there is lots of homeless families which can put off tourists from wanting to go because they don't want to see all these homeless families. Another problem is that in 2018 there was lots of murder ~~rates~~ hits which was a high record. The murder rate increased because of rival drug gang trying to battle for more land as the country shares borders with ~~the~~ three big cocaine producing countries. The crime ~~numbers~~ numbers also spike up during festival and Carnival periods. All these bad things happening in Brazil can put a lot of tourists off from visiting that country because visitors will

~~will~~ be scared that they might get caught up in collapsing building or in a attack which might cause them to lose their life.

A way Brazil ~~increas~~ gains popularity is by promoting and holding sport events in their country. In 2014 Brazil was having the FIFA world cup in their country which made the visitor numbers increase by a lot since 2012. Another event held in Brazil was in 2016 when the Olympics and Paralympic Games were held in Brazil. The country got a ~~lot~~ bit more international tourists compared to the FIFA world cup with 6.55 million visitors that year. The visitor numbers ~~were~~ went up by 4.8 per cent from the previous year. Most of their visitors were from Neighbouring places like Argentina and United States.

Brazil also has new policies which were made by the Brazilian Tourism Board so that they can more inbound tourists. They plan to attract more

New airline so there's more visitors from all around the world. They also want to create American style theme parks which can attract more Americans. Brazil are also changing visa rules for some countries so that it makes it easier for tourists to travel there and that might increase visitor numbers.

In Japan the visitor numbers have increase dramatically since ~~2010~~ 2012 as they have a big boost of visitor numbers. A big cause of that can be because of formula 1 or their street racing where they show off all their cars and they do drifting. There isn't much countries that do this and it can attract people that interested in cars and 90's vibes. They have events like bringing back the fast and furious which has a lot of tourists attending to ~~test~~ watch the cars. ~~There are more events~~ There's more events ~~like~~ and festivals like the Nozawa fire festival which is in Januray, ~~and~~ there's also Hirosaki cherry blossom festivals which

attracts ~~lots~~ lots of tourist because they are very Unique festivals that only happen in Japan. However, there are things that can put people off from wanting to visit Japan. For example, when you search up Japan on Youtube there's lots of videos that had titles that could have a negative effect on ~~the~~ people watch them and wanting to find out more on the destination. So Youtubers and bloggers can have a big effect ~~about~~ on ~~people~~ others views on Japan. In Japan there was also lots of articles about the natural disasters that happened in 2018 in Japan. This had ~~quite~~ quite an ~~big~~ effect on visitors numbers a it went ~~down~~ down ~~from~~ in the next year after the disaster. Japans tourist board is helpful for tourists that want to know if Japan is a destination for them because it talks about all the festivals there and what there is to do there.

(Total for Activity 3 = 24 marks)

Much of the evidence is descriptive and has been directly lifted from the information supplied on Brazil, although there is some limited evaluation linked to appeal. There is evidence of research on Japan and some links to its appeal with regards international sporting/events. The section on image offers no reasoning other than in relation to natural disasters. A recommendation is not provided.

Overall there is some evidence of research and a basic evaluation with some focus on appeal and popularity of both Brazil and Japan. There is limited synthesis of ideas and links between own knowledge, research on Japan and the information on Brazil are isolated.

This response gained 18 marks (12 marks for the Evaluation/Recommendation and 6 marks for Synthesis):

You should make reference to how the popularity and appeal of Brazil and Japan may be affected by:

- hosting international sporting events
- publicity.

(24)

The image and popularity is very negative towards Brazil since 2018 due to its high record of murders, drug gangs or lack of infrastructure. Due to these factors the tourist arrivals are slowly decreasing and tourist feel that crime rates around Carnival & festive periods increase. Brazil could also be seen to be economically struggling due to its constant fires and build collapses which could show faulty structure. Homeless people either live as squatters or in no home in major cities which could also show a negative aspect about Brazil as the wealthier people could be criminals.

On the other hand Brazil is known for hosting the FIFA World Cup in 2014 and the Olympic and Paralympic Games in 2016. Although there were many tourists (6.5 million) most of which came from neighbouring Argentina, followed by United States. The World Cup costs more than \$11 billion which was a lot for Brazil to pay for as well as making sure the rest of the cities completed their venues. Brazil is known for lack of decent infrastructure and in which showed in the World Cup as well as delays with venues being completed. This could make Brazil less appealing as it is already known for building collapses which could potentially affect the image & popularity of these past events.

Brazilian, Bring It aims to encourage Brazilian living abroad to promote the country as an international tourist destination. This allows different types of people to view Brazil in a positive way. The Brazilian Tourism Board are keen to attract more inbound tourists, they would do this by attracting new airlines - operating in and out of Brazil, changing visa entry rules and new laws to encourage and allow foreign

capital investment. By arranging new airlines this allows more routes for more countries. Having more routes this allows for more tourists. By changing visa entry rules this has allowed for the US, Australia, Japan and Canada to visit Brazil without a visa, because they will not have to pay for the visa and this should encourage more to visit.

Japan has the largest megacity in the world (Tokyo) and is famous for Anime, electronics and video games and bright colourful lights at night. Tokyo is very popular for work and school which makes people want to move there due to the success. Japan is considered a safe place to visit and ranks in the top ten in the Global Peace Index, but it could also be considered unsafe due to natural disasters they face. This could potentially be off putting for tourists, because they know that the disasters have happened before so they are likely to happen again.

Japan has disaster preventions which help and tell tourists how to handle a disaster if it was to happen again. Visit Japan supply helpful tips: how to stay safe, disaster warnings and the forecast. Japan also has widely spoken English and bilingual signs which would be helpful for tourists to find their way.

around.

In 2020 Japan were supposed to hold the Olympic Games but it has been postponed until 2021. The last Olympics they held was in 1964 which radically transformed the country and helped gain many more tourists throughout the years. They are hoping by the 2021 Olympics will do the same and help the economy even more. Covid 19 pandemic has caused the delay and also stopped tourists visiting from 2020. The reason tourists might not want to visit Japan during 2021 Olympics as they might feel unsafe even with precautions in place especially with other tourists from around the world causing it to spread even more.

I would recommend Japan for the campaign as it is a much safer environment and has many more positive aspects and features. By having more tourists this allows for more income to Japan infrastructure which they can use to improve the whole country and not just the cities.

A very competent answer, well deserving of the higher marks. There is a clear, developed evaluation considering positive and negative aspects. There is research evidence for Japan with reference to promotion, international sporting events, natural disasters linked to a negative image and there is a recommendation with some justification, albeit brief.

All is applied rather than theoretical and the information on Brazil has been interpreted and used to support views rather than being directly copied.

This is a developed evaluation with consideration of competing arguments and the factors affecting the popularity and appeal of Japan and Brazil. Research evidence and use of the information booklet case study are focused on popularity and appeal and specific details are given. There is some justification to the recommendation. The evidence shows a developed and coherent

synthesis with sustained links drawn from own knowledge, research on Japan, and the information on Brazil.

Summary

Based on their performance of this task based external assessment, learners should:

1. Gather specific details when carrying out your research in Part A, such as names of places, locations, facilities, projects, data etc. Also aim for balance so you have similar amounts of research for each 'feature/aspect' or 'factor' you have been asked to research
2. Be prepared and expect to not use all of your research, as you should select only what you need for an activity. Accept that some research will not be needed; this is a test so there has to be an unexpected element
3. Practice incorporating information from different sources and know how to combine all this information with your knowledge and different ideas/views into a logical and coherent extended open response answer. Also practice writing professional emails that are structured, logical, clear and appropriate for the context
4. Know what is required for an evaluation and practice identifying benefits and disadvantages and then practice developing these points adding depth and detail to link to customer needs and requirements; know how to draw upon your ideas to produce a justified recommendation
5. Recognize the difference between descriptive accounts and explanations; in Activity 1 the focus should be explaining the key features not describing them
6. Using the marks available for each activity as a guide, ahead of the formal assessment, work out how much time you should spend on each activity; from practice know how much you can write in a set time such as 30 minutes
7. In the formal assessment itself, take a breath, pause to consider the requirements of each activity before writing anything. Underline key words, check for emboldened words 'must' etc; is it a report, article, email, write as appropriate
8. For each activity, plan how much time you will need to simply read and absorb the information provided. Also allow time to devise a draft outline/plan or structure for your answer and time to make notes/underline key points in your own research, the information booklet and the paper as appropriate
9. Avoid long winded, unstructured, unfocused answers. You may have allowed one hour for an activity, however this does not mean you should spend the hour writing your answer. There needs to be an element of planning, organizing your thoughts and being focused on the specific task requirements so allow time for this, examiners will be looking quality not quantity!

10. Structure your answers. Use an introductory paragraph linked to the activity/destinations and a concluding paragraph at the end. Give the article/report a title to help you stay focused. Use subheadings and paragraphs to add order and cohesion to your answer. Avoid whole pages of continuous text. Break up the text and organize your ideas into a logical 'flow', with one paragraph per topic/factor.



Llywodraeth Cynulliad Cymru
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