



Mark Scheme (Results)

June 2022

Pearson BTEC Nationals
In Travel and Tourism (20207K)
Unit 1: The World of Travel and Tourism

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June 2022

Publications Code 20207K_2206_MS

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Unit 1: The World of Travel and Tourism

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

BTEC L3 Mark Scheme

Question Number	Answer	Mark
1 a)	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Taking holidays and trips inside your own country of residence <p>Accept any other valid answer.</p>	1 mark

Question Number	Answer	Mark
1 b)	<p>Award one mark for any of the following and one mark for additional description, up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • Grants (1) provided by local authorities/governments (1), or government grants (2) • Donations (1) from the public • Sponsorship (1) by other organisations (1) • Crowdfunding (1) through dedicated websites (1) • Legacies (1) left in wills • Events (1) to raise funds (1), or fundraising events (2) • Revenue/income from sales in shops/cafes/online (1) of merchandise/products/food/drinks (1) 	2 marks

Question Number	Answer	Mark
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<p>1 c)</p>	<p>One mark to be awarded for an appropriate product/service, and one mark for a linked explanation of how it meets the family's needs, up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • Playground for the younger children/boat trip for older child (1) Range of activities to choose from/plenty to do for different ages (1) • Information boards will help to identify species (1) makes it engaging/educational for the children (1) • Choice of eating venues/options (1) allows for different tastes/saves money (1) <p>Accept any other valid answer.</p>	<p>4 marks</p>
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Question number	Indicative content	
1d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.</p> <p>Indicative content guidance</p> <p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.</p> <p>Discussion may include:</p> <ul style="list-style-type: none"> • Managed wetlands will attract lots of bird species – safe habitats for them • Wildlife monitoring surveys will help protect them • Bird hides stop the public getting too close • Guided walks/nature trails/education rooms/information boards - to give talks/exhibitions to learn about the wildlife/conservation • Boat trips/fishing are relaxing activities/good for wellbeing • Feeding birds gives everyone a chance to view them • Foot/train/cycle discounts to encourage less use of car/more active ways to travel/less pollution/improved accessibility for those who don't drive • Café/gift shop may cause litter/pollution • Canoeing/boat rides may disturb habitats • Fishing may take potential food from bird species 	
<p>Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor – Discuss
Level 0	0	No rewardable material.

Level 1	1-3 marks	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question <p>Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them</p>
Level 2	4- 6 marks	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way
Level 3	7-8 marks	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way

Question number	Indicative content	
1(e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.</p> <p>Indicative content guidance</p> <p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.</p> <p>Implications that may be considered in response:</p> <ul style="list-style-type: none"> • Cost – they may be small/have little income to implement changes/install safety features/put up signs • Cost of non-compliance – fines/business closure/imprisonment • Maintenance of facilities/cleanliness – toilets, parking, bins • Safety - signage, information boards, notices • Image/reputation damage – if an accident occurs, loss of customers/negative media coverage • Consequence of non-compliance - overcrowding/injury • Training - time for training staff/employing suitably qualified staff • Human resources - having enough staff to ensure standards/give first aid/provide security • Food service – cleanliness/food hygiene • Environmental health – avoiding contamination • Accident risk - steps, railings, surfaces, fire • Risk assessments - hazardous activities, e.g., canoeing • Awards/certificates/positive image • Compliance – reduced H&S risks 	
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor – Discuss
Level 0	0	No rewardable material.

Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them
Level 2	4 - 7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way

Question Number	Answer	Mark
2 (a)(i)	Award one mark for correct answer. North East/NE England	1 mark

Question Number	Answer	Mark
2 (a)(ii)	Award one mark for correct answer. 12.3%/12.3 per cent	1 mark

Question Number	Answer	Mark
2 b)	Award one mark for any of the following roles up to a maximum of two marks. <ul style="list-style-type: none"> • Customer sales advisers/assistants (1) • Retail manager/supervisor/team leader (1) • Education staff (1) • Tour guide (1) • Receptionist (1) Accept any other valid response.	2 marks

Question Number	Answer	Mark
2 c)	Award one mark for description of an interrelationship and one mark for additional detail up to a maximum of two marks each . <ul style="list-style-type: none"> • Promoting local events for attractions (1) with noticeboards/leaflets/posters in the tourist information centre (TIC) (1) • Supporting local accommodation providers (1) by TIC staff giving directions/ information/ contact details (1) • Advertising activity providers (1) such as outdoor pursuits/rock climbing/water sports (1) 	4 marks

	<ul style="list-style-type: none"> Raising awareness of travel and tourism charitable organisations (1) through selling their merchandise/exhibitions (1) <p>Accept any other valid response.</p>	
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Question Number	Answer	Mark
2 d)	<p>Award one mark for each disadvantage and one mark for linked explanation, up to a maximum of two marks each.</p> <ul style="list-style-type: none"> May have to share commission on sales (1) so leading to less revenue (1) Negative impact on image (1) if one organisation provides poor service/gets complaints (1) Could be less personal customer service (1) if there is less expertise in one of the organisations (1) Loss of identity (1) as public may perceive the organisations as one large operation (1) <p>Accept any other valid response.</p>	4 marks

Question number	Indicative content
2 e)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.</p> <p>Indicative content guidance</p> <p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.</p> <p>Relevant points may include:</p> <p>Roles in supporting travel and tourism industry:</p> <ul style="list-style-type: none"> • Worldwide marketing of England, Scotland and Wales as tourist destinations (VisitBritain) • Regular promotional campaigns (VisitBritain) • Website is available in different languages (VisitBritain) • Provides information, statistics and advice for tourism businesses • Information on destinations, dangers, diseases (FCDO) • To help with problems overseas (FCDO) • Repatriation of customers in case of major incident or financial collapse (FCDO) • To protect customers by ensuring compliance with rules and regulations (FCDO) <p>Importance for travel and tourism industry:</p> <ul style="list-style-type: none"> • Increases inbound tourism (VisitBritain) • Targeted campaigns for different tourist types (VisitBritain) • Website is accessible for overseas markets (VisitBritain) • Statistics can be used by businesses to identify new/developing markets/trends (VisitBritain) • Businesses can access up-to-date information on destinations (FCDO) • Businesses can give customers up-to-date visa and health advice (FCDO) • Businesses consider travel and safety overseas advice when planning new holidays/destinations (FCDO) • Customers and tour operator staff can access consular support in emergencies (FCDO)

<p>Possible negative issues:</p> <ul style="list-style-type: none"> • Focus may be on large businesses, and smaller tourism businesses may not get support (VisitBritain) • Government funding/cutbacks may lead to lack of services offered (both) • Problems may be beyond the remit or control of the FCDO • Embassy and consulate services limited in some destinations (FCDO) 		
<p>Mark scheme (award up to 10 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor - Evaluate
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Question Number	Answer	Mark
3(a)(i)	<p>Award one mark for the advantage identified and one mark for a linked explanation, up to a maximum of two marks.</p> <p>Self-service check in</p> <ul style="list-style-type: none"> • Minimised queuing times (1) so that passengers have more time to spend money in shops/cafes/duty free to increase income (1) • Reduced staffing costs/less check-in desks needed (1) so transport principals can keep fares lower (1) <p>Accept any other valid answer.</p>	2 marks

Question Number	Answer	Mark
3(a)(ii)	<p>Award one mark for the advantage identified and one mark for a linked explanation, up to a maximum of two marks.</p> <p>Body scanners</p> <ul style="list-style-type: none"> • Ensure/maintain safety of passengers (1) as any dangerous items can be detected quickly and removed (1) • Quicker to use than manual searches (1) so that flights/trains/boats can depart on time (1) <p>Accept any other valid answer.</p>	2 marks

Question Number	Answer	Mark
3(b)	<p>Award one mark for the reason and one mark for the linked explanation, up to a maximum of two marks each.</p> <ul style="list-style-type: none"> • Birmingham Airport is in the middle of England (1) making the North of England, Scotland and London easily accessible (1) • Range of transport methods available for onward travel - coach/train/motorway (1) so they have a choice depending on preference /budget/facilities (1) • Range of destinations offered (1) so likely to have direct flights/connections from Spain to suit them (1) <p>Accept any other valid answer.</p>	4 marks

Question number	Indicative content
3(c)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.</p> <p>Indicative content guidance</p> <p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> • No flights at night will minimise noise pollution, which minimises effects on mental health/sleep and lives of local people • Offers choice of onward transport by train/coach, which can carry more people and reduce emissions • Employment opportunities for local people - offering jobs/training schemes in different roles • Supports/gains loyalty from local businesses who have an opportunity to supply the airport/open shops/café/bars in the airport • 100 flights will cause lots of air/noise pollution • Near major motorways -may encourage passengers to arrive by car/taxi • International brands may bring in their own staff and not employ locals • Employment may be part-time/seasonal/low paid/temporary/unsociable hours • Lots of parking spaces may encourage passengers to drive – increased congestion/pollution

<p>Mark scheme (award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor - Evaluate
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed evaluation which considers some different competing points, although not always in detail, leading to a conclusion which is partially supported
Level 3	7-8	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical evaluation which clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported

Question number	Indicative content
3(d)	<p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.</p> <p>Indicative content guidance Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content but should be rewarded for other relevant answers.</p> <p>Responses may include:</p> <p>Positive -</p> <ul style="list-style-type: none"> • Larger transportation – air travel developments such as the Boeing 747/Dreamliner/Airbus A380 increased availability of long-haul package holidays • Mega cruise ships able to carry more passengers and offer more facilities, such as waterparks, shopping centres, increased appeal to wider/family markets and growth of affordable cruises • Faster transportation – air travel developments include Concorde London to New York in three hours; rail developments such as Eurostar led to growth in short breaks • Faster trains and improved rail links such as Bullet train/TGV/HS1/Pendolino/high speed trains offer alternative to driving, growth of city breaks • Transport infrastructure developments such as Channel Tunnel, holidaying in continental Europe easier/quicker on Le Shuttle or Eurostar • Electric vehicles e.g., cars/bikes provide sustainable travel options, reducing carbon footprint concerns and therefore encouraging travel • Improved facilities on transport such as Wi-Fi, beds, enabling people to work/communicate on journeys/ arrive in destinations rested, growth of business travel

	<ul style="list-style-type: none"> Improved accessibility to destinations -introduction of low-cost airlines Cheaper fares/competition led to growth as more routes offered Product development and innovation in other areas, e.g., booking systems, GDS and mobile technology - more bookings for transport as easier <p>Negative -</p> <ul style="list-style-type: none"> Pressure on transportation organisations to keep up with latest developments Cost implications Many passengers cannot/will not pay for upgraded services, leading to some transportation organisations removing innovative products and services and replacing with more budget friendly alternatives e.g. removing first class products and services on airlines and expanding economy class Reliance on technology that may crash/fail Potential issues with rapid growth and larger/faster transport e.g. comfort sacrificed for speed/potential rapid spread of illness to a high number of people confined on mega cruise ships
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Mark scheme (award up to 12 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor - Evaluate
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Demonstrates isolated elements of knowledge and understanding; there may be major gaps or omissions Provides little evidence of application and links between relevant information; evaluation likely to consist of basic description of information Conclusions may be presented but are likely to be generic assertions rather than supported by evidence Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question
Level 2	4-6	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of relevant information with a few omissions

		<ul style="list-style-type: none"> • Evidence of application, demonstrating some links between factors leading to a judgement being made. • Evaluation is presented leading to conclusions, but some may be lacking support • Demonstrates use of logical reasoning, clarity and appropriate sector-specific language
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions • Evidence of application demonstrating links and interrelationships between factors, leading to supported judgement/s being made • Displays a balanced evaluation, demonstrating an awareness of competing arguments leading to conclusions • Demonstrates use of logical reasoning, clarity and appropriate specialist sector-specific language
Level 4	10-12	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are very minor • Evidences through application, leading to a balanced evaluation drawing on links and interrelationships between factors • Displays a well-developed, balanced and coherent evaluation, demonstrating a thorough grasp of competing arguments, leading to supported conclusions • Logical reasoning is evidenced throughout the response, which is clear and uses sector-specific language consistently and fluently



Llywodraeth Cymuned Cymru
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