



# Mark Scheme (Results)

January 2021

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

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January 2021

Publications Code 20207K\_2101\_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.
- Marking 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 marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking 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 marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

### Specific marking guidance

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The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking 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.

Question Number	Answer	Mark
1 a)	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• Apartments (1)</li> <li>• Chalets (1)</li> <li>• Caravans/static caravans (1)</li> <li>• Motorhome/tent pitches for these (1)</li> <li>• Tent (1)</li> <li>• Yurt/tepee/pods (1)</li> </ul> <p>Accept any other valid answer.</p>	2 marks

Question Number	Answer	Mark
1 b)	<p>Award <b>one</b> mark for any of the following up to a maximum of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• To make a profit/increase profitability (1)</li> <li>• To increase market share (1)</li> <li>• To increase turnover/income (1)</li> <li>• To attract more/repeat customers (1)</li> <li>• To improve/maintain image/brand awareness (1)</li> <li>• To increase range/introduce new products/services/expand business/diversify range (1)</li> </ul> <p>Accept any other valid answer.</p>	2 marks

Question Number	Answer	Mark
1 c)	<p>Award <b>one</b> mark for the reason and <b>one</b> mark for the linked explanation, up to a maximum of <b>two marks</b> each.</p> <ul style="list-style-type: none"> <li>• Range of kitchen equipment (1) so that bottles/meals can be stored/warmed/cooked easily (1)</li> <li>• Convenience (1) they do not need to leave the log cabin for entertainment/food (1)</li> <li>• Accommodation is self-contained/private (1) less chance of disturbing other guests with noise (1)</li> <li>• Plenty of safe space available (1) toddler can play/easily supervised (1)</li> </ul> <p>Accept any other valid answer.</p>	4 marks

Question number	Indicative content	
1d)	<p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Ramps/accessible rooms/wider doors</li> <li>• Lower tables/worktops with wheelchair space</li> <li>• Provide accommodation all on ground level/step free access</li> <li>• Hoist for hot tub accessibility</li> <li>• Seat/grab rails in shower</li> <li>• Rise and recline chairs</li> <li>• Replace bath with wet room</li> <li>• Cabins with rooms all on one level</li> <li>• Enlarge parking area and ensure surface is level/hard-standing</li> <li>• Emergency response alarm/cord/button</li> </ul>	
<p><b>Mark scheme (award up to 8 marks)</b> 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"> <li>• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.</li> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited discussion that contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>

Level 2	4-6 marks	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed discussion that considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	7-8 marks	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• Displays a well-developed and logical discussion that clearly considers a range of different aspects and considers how they interrelate, in a sustained way.</li> </ul>

Question number	Indicative content	
1e)	<p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Reduced visitor numbers to paid attractions/free attractions may increase</li> <li>• Growth in shorter holidays/short breaks/self-catered holidays/cheaper accommodation as there will be less disposable income</li> <li>• More domestic holidays as may be cheaper</li> <li>• Less distance travelled/more day trips/staycations</li> <li>• VFR may increase as people may stay with relatives instead of paying for accommodation</li> <li>• Spa/golf/five-star hotels, usually more expensive, may see decreased numbers</li> <li>• Increased competition/decreased profits</li> <li>• Special offers/discounts may need to be used to attract customers</li> <li>• Less outbound tourism/long haul/luxury holidays/multiple holidays so UK-based outbound tour operators may lose money/make staff redundant/lower profit margins</li> <li>• More holidays out of the peak season</li> <li>• Camping/caravanning holidays may become more popular</li> <li>• Value of GBP may go down so inbound organisations benefit</li> <li>• Less opportunity for organisations to grow and develop as banks less likely to lend money in business loans.</li> </ul>	
<p><b>Mark scheme (award up to 10 marks)</b> refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor – Assess</b>
Level 0	0	No rewardable material.



Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding, there be major gaps or omissions.</li> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited assessment that contains generic assertions rather than considering the factors or events and their relative importance, leading to a conclusion that is superficial or unsupported.</li> </ul>
Level 2	4-7	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed assessment that considers some of the factors or events and their relative importance leading to a partially supported conclusion.</li> </ul>
Level 3	8-10	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• Displays a well-developed and logical assessment that clearly considers the factors or events and their relative importance, leading to a supported conclusion.</li> </ul>

Question Number	Answer	Mark
2 a)	<p>Award <b>one</b> mark for any of the following named organisations up to a maximum of <b>one mark each</b>.</p> <ul style="list-style-type: none"> <li>• P&amp;O/P&amp;O Ferries (1)</li> <li>• Brittany Ferries (1)</li> <li>• Stena Line (1)</li> <li>• Condor Ferries (1)</li> <li>• DFDS Seaways (1)</li> <li>• Irish Ferries (1)</li> </ul> <p>Accept any other valid answer.</p>	2 marks

Question Number	Answer	Mark
2 b)	<p>Award <b>one</b> mark for the reason identified and <b>one</b> mark for a linked explanation up to a maximum of <b>two marks each</b>.</p> <ul style="list-style-type: none"> <li>• Unlimited luggage allowance (1) so tourists can take as much as they like/no worry of excess baggage fees (1)</li> <li>• Can tow a caravan/take a motorhome/tent (1) so there is no need to book accommodation (1)</li> <li>• Many holiday locations in France may be in countryside/places not served by public transport (1) so these will be easier to access (1)</li> <li>• Lower cost/cheaper (1) as if a large group/family paying for petrol will be much cheaper than individual train/coach/air fares (1)</li> <li>• More choice of journey time/route/flexibility (1) as in a car you can take whatever route you like/depart at a time that suits you/stop when you want (1)</li> </ul> <p>Accept any other valid answer.</p>	4 marks

Question Number	Answer	Mark
2 c) i)	<p>Award up to <b>two</b> marks for description.</p> <ul style="list-style-type: none"> <li>• Money spent by tourists (1) which is circulated in other sectors of the economy (1)</li> <li>• Tourist spend creates income for other organisations (1) that in turn creates additional tax revenue (1)</li> <li>• When tourist spending produces an increase in national income (1) that is greater than the initial amount spent (1)</li> </ul> <p>Accept any other valid answer.</p>	2 marks
2c) ii)	<p>Award <b>one</b> mark for the example.</p> <ul style="list-style-type: none"> <li>• Catering/food/drink suppliers (1)</li> <li>• Website designers/technicians (1)</li> <li>• Travel journalists (1)</li> <li>• Insurance companies (1)</li> <li>• CAA/IATA/ORR (1).</li> </ul> <p>Accept any other valid answer.</p>	1 mark

Question number	Indicative content	
2 d)	<p><b>Marking instructions</b> Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme as below.</p> <p><b>Indicative content guidance</b> 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><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• High Speed 1 trains 200km/h (125mph) on some routes – faster than driving</li> <li>• Increased traffic on roads/parking costs/congestion charges</li> <li>• Rail offers a variety of cost-saving methods, e.g. student/family/senior railcards make it affordable</li> <li>• Increased availability of services such as free WiFi – appealing to many different customers, such as corporate, students – can work/research whilst travelling</li> <li>• Rural services may be threatened due to lack of funding/customers</li> <li>• More remote meetings/working from home – reduces demand for transport</li> <li>• Train cancellations/punctuality issues lead to lack of confidence in the service/complaints</li> <li>• Work-life balance/mental health issues may lead to less inclination to travel</li> <li>• Peak time/season tickets can be very expensive</li> <li>• Social distancing – leading to less passengers per train/booked seats/increase in prices</li> <li>• Groups/students may choose to travel by coach instead</li> <li>• New/planned infrastructure/government support</li> <li>• Increased demand for car hire</li> </ul>	
<p><b>Mark scheme (award up to 8 marks)</b> refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor – Discuss</b>
Level 0	0	No rewardable material.

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

Question number	Indicative content	
2e)	<p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>Responses may include:</b></p> <p><b>Advantages of plan</b></p> <ul style="list-style-type: none"> <li>• Electric bikes will appeal to older/less active adults</li> <li>• Segways are a new trend/product appealing to a younger market</li> <li>• Desire for fitness is a current trend – increased demand for active holidays instead of relaxation</li> <li>• Existing customers for UK city tours become repeat customers for European tours</li> <li>• Offering a wider range of types of bike/holiday/longer holidays/climate means appeal to different customers/age groups</li> </ul> <p><b>Disadvantages of plan</b></p> <ul style="list-style-type: none"> <li>• Offering Segway tours could be diluting its own market</li> <li>• High cost of setting up holidays to Europe/getting bikes there</li> <li>• Electric bikes expensive to buy so initial outlay cost could be an issue/limit the customer numbers</li> <li>• Inexperienced/lack knowledge of demand for rural tourism</li> <li>• Safety issues/age limits for ebikes/segways</li> </ul>	
<p><b>Mark scheme (award up to 8 marks)</b> 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"> <li>• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited evaluation that contains generic assertions leading to a conclusion that is superficial or unsupported.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed evaluation that considers some different competing points, although not always in detail, leading to a conclusion which is partially supported.</li> </ul>
Level 3	7-8	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• Displays a well-developed and logical evaluation that clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported.</li> </ul>

Question Number	Answer	Mark
3a) i)	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• When a holiday is made/customised to the specific requirements of the customer (1)</li> <li>• When dates/times/destinations can be booked exactly as the customer wants (1)</li> </ul> <p>Accept any other valid response.</p>	1 mark
3a) ii)	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• A travel agency is not part of a large/multinational company (1)</li> <li>• Not tied to specific tour operators (1)</li> <li>• Able to sell products/services from a wide range of travel organisations (1)</li> <li>• May be a sole trader/one branch/local agency(1)</li> </ul> <p>Accept any other valid response.</p>	1 mark

Question Number	Answer	Mark
3 b)	<p>Award <b>one</b> mark for each advantage, and <b>one</b> mark for linked explanation up to a maximum of <b>two marks each</b>.</p> <ul style="list-style-type: none"> <li>• Shared costs/more marketing opportunities (1) as WeRAIL will be able to have a link to Wood Holidays on its booking pages (1)</li> <li>• Increased sales/revenue (1) as Wood Holidays can use WeRAIL to sell additional services to its customers (1)</li> <li>• Improved customer care/satisfaction (1) as Wood Holidays can offer customers a complete package/more destinations (1)</li> </ul> <p>Accept any other valid response.</p>	4 marks



Question number	Indicative content	
3 c)	<p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>Responses may include:</b></p> <ul style="list-style-type: none"> <li>• Set up a free hotline/helpline/webchat to reassure customers that Wood Holidays is working to help them</li> <li>• Update website regularly to ensure that future customers know what the situation is</li> <li>• Arrange flights home with alternative airlines for stranded passengers and communicate this to them clearly by text</li> <li>• Produce press releases/media statements on what Wood Holidays is doing to help</li> <li>• Post positive reviews online from satisfied customers in terms of accommodation/having refreshments when stranded overseas</li> <li>• Reply to all negative reviews and offer future discounts</li> </ul> <p>Accept any other valid response.</p>	
<p><b>Mark scheme (award up to 6 marks)</b> 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	1–2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, there will be major gaps or omissions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Few of the points made will be relevant to the context in the question.</li> <li>• Limited discussion that contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear.</li> <li>• Displays a partially developed discussion that considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and detailed knowledge and understanding.</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links.</li> <li>• Displays a well-developed and logical discussion that clearly considers a range of different aspects and considers how they interrelate, in a sustained way.</li> </ul>

Question number	Indicative content
3d)	<p><b>Marking instructions</b></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><b>Indicative content guidance</b></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><b>Responses may include:</b></p> <p><b>Trade associations/regulatory bodies/other</b></p> <ul style="list-style-type: none"> <li>• CAA ATOL licence</li> <li>• ABTA</li> <li>• AITO</li> <li>• FCO/FCDO/government</li> <li>• Travel insurance/payment methods</li> </ul> <p><b>Financial protection</b></p> <ul style="list-style-type: none"> <li>• ATOL protection includes providing an alternative flight home if customers are stranded abroad if a package holiday/linked holiday with an ATOL Certificate has been booked</li> <li>• Booking a package with an ATOL licensed operator gives customers financial protection so there should be no extra cost to them.</li> <li>• Travel insurance may cover additional costs, such as accommodation, if waiting for flight home.</li> <li>• ATOL protection gives a full refund in the case of an operator ceasing trading, so customers can get all money back if they have not yet travelled.</li> </ul>

	<ul style="list-style-type: none"> <li>• Customers with future bookings who have paid by credit card (over £100) are covered by the credit card company – so those who have done this can get a refund</li> <li>• If the ABTA travel agent goes out of business and has not paid customers’ money to the tour operator, ABTA will make a payment to the tour operator to ensure the holiday can go ahead</li> <li>• ABTA’s scheme can also provide protection for non-flight-based holidays such as coach, rail or cruise holidays</li> </ul> <p><b>Negative issues</b></p> <ul style="list-style-type: none"> <li>• If the booking is not covered by ATOL, customers will have to pay for flights again</li> <li>• Sometimes the FCO/FCDO/government will provide rescue/repatriation flights depending on the scale of failure and destinations</li> <li>• Some but not all insurance policies cover for airline/operator financial failure, so could make a claim from the insurance company instead</li> <li>• If the business failure affects lots of customers there could be lengthy delays in processing refund requests</li> <li>• Businesses could offer e-vouchers rather than refunds and these may not be covered</li> <li>• Customers may incur costs for accommodation/meals whilst waiting for repatriation flights</li> </ul>
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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"> <li>• Demonstrates isolated elements of knowledge and understanding; there may be major gaps or omissions.</li> <li>• Provides little evidence of application and links between relevant information; evaluation likely to consist of basic description of information.</li> <li>• Conclusions may be presented but are likely to be generic assertions rather than supported by evidence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</li> <li>• Evidence of application, demonstrating some links between factors leading to a judgement being made.</li> <li>• Evaluation is presented leading to conclusions, but some may be lacking support.</li> <li>• Demonstrates use of logical reasoning, clarity and appropriate sector-specific language.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions.</li> <li>• Evidence of application demonstrating links and interrelationships between factors, leading to supported judgement/s being made.</li> <li>• Displays a balanced evaluation, demonstrating an awareness of competing arguments leading to conclusions.</li> <li>• Demonstrates use of logical reasoning, clarity and appropriate specialist sector-specific language.</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are very minor.</li> <li>• Evidences through application, leading to a balanced evaluation drawing on links and interrelationships between factors.</li> <li>• Displays a well-developed, balanced and coherent evaluation, demonstrating a thorough grasp of competing arguments, leading to supported conclusions.</li> <li>• Logical reasoning is evidenced throughout the response, which is clear and uses sector-specific language consistently and fluently.</li> </ul>



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