



# General Certificate of Education

## Travel and Tourism 8653

### *TT05 Marketing in Travel and Tourism*

## Mark Scheme

### *2006 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Question	Expected answer	Mark allocation	Assessment evidence criteria
1(a)	The marketing mix. ( Accept the 4 P's)	1	AO1
1(b)	<p>Possible answers include (apart from stones): the view, the visitor centre, the shops, school, audio-visual presentation, events, facilities at the site like the shuttle bus, legends and myths.</p> <p>Adjacent attractions: Bushmills Distillery, Dunluce Castle and the Causeway Coast &amp; Antrim Glens (CCAG) as an entity.</p> <p><b>Level 1</b> Describes what is present at the site. Answers range from a list to a comprehensive and detailed description.</p> <p><b>Level 2</b> Describes qualities of the product that attract visitors Describes how the name and image of Causeway acts as a draw for the nearby attractions, the CCAG and even the whole of Northern Ireland.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO1</p> <p>AO2</p>

<p>1(c)</p>	<p>Possible answers include:</p> <p><u>Easy to Market</u>                  Unspoilt site: visually striking; a World Heritage Site; views across the AONB.                  Teashop, audio-visual presentation, shuttle bus, 1900 school.                  Cheap cost i.e. £1 to enter visitor centre.                  It's on the coach tours' route.                  Honeypot attractions at Bushmills, Dunluce and Portrush.                  Joint-marketing.</p> <p><u>Difficult to Market</u>                  Lack of product awareness in GB; the political situation; the physical site alone is insufficient draw; isolated location; remote for international tourists; lack of activities; joint-marketing.</p> <p><b>Level 1</b>                  Simple points <u>state</u> that product is 'spectacular/fascinating' or 'boring/unsafe/not much to do/has limited appeal'.  <i>(or states that marketing techniques easy / difficult to apply)</i></p> <p><b>Level 2</b>  <u>Explanation</u> of reasons why it is easy / difficult to market                  Other factors may be explained.                  At least one of easy and difficult.</p> <p><b>Level 3</b>                  Stronger reasoning.                  Understands some background factors - politics, lack of investment, low cost airlines, many agencies involved.                  Comes to a conclusion.</p>	<p></p> <p></p> <p><b>1 - 3</b></p> <p><b>4 - 6</b></p> <p><b>7 - 9</b></p> <p><b>Total 16</b></p>	<p></p> <p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO4</b></p>
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Question	Expected answer	Mark allocation	Assessment evidence criteria
2(a)	<p>Possible answers include:</p> <p>Visitors discouraged by lack of good accommodation.                      Attractions of four-star hotel (eg gym, beauty salon, golf course) absent.                      If not staying in the area, visitors will not spend in other local attractions or restaurants.                      Servicing a big hotel would also create more jobs in the area.                      Tour operators' difficulty in finding accommodation for groups.</p> <p><b>Point mark</b> 1 mark for simple points, or plus 1 if well-developed.</p>	<b>4</b>	<b>AO1</b> <b>AO2</b>
2(b)(i)  (ii)	<p>“the proximity of Scotland and Donegal as complementary destinations”</p> <p>“strong private sector interest in providing tourism infrastructure and services”</p>	<b>1</b>  <b>1</b>	<b>AO1</b>
2(c)	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Distribution of wealth</li> <li>• Disposable income</li> <li>• Inflation</li> <li>• Interest rates</li> <li>• Exchange rates</li> <li>• Grants</li> <li>• Private/public sector investment</li> <li>• Sponsorship</li> <li>• Taxes</li> <li>• Level of Unemployment.</li> </ul> <p><b>Point Mark</b> 1 mark for simple points, or plus 1 if well-developed.</p>	<b>4</b>	<b>AO1</b>

Question	Expected answer	Mark allocation	Assessment evidence criteria
2(d)	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Websites allow customers to get information, buy and give feedback.</li> <li>• Reservation is computerised and organisations make on-line sales.</li> <li>• Build databases which remember customers' details and preferences. Can market to individual consumers directly.</li> <li>• Market research – collect and analyse market intelligence quickly and use in marketing campaign management.</li> <li>• Consumers' choices and opinions can be analysed easily.</li> <li>• All departments – sales, delivery, help-desk, after-sales support, accounts – in an organisation have access to customer information and customer has access to them.</li> <li>• New forms of advertising e.g. displays using technological methods.</li> </ul> <p>“Customers can look up information about a flight on its website at any time from anywhere in the world, and make a reservation on-line. A discounted price is given for on-line booking. There are no tickets. The website is always up-to-date. The computer remembers customers' contact information and their preferences. The airline runs an occasional e-mail marketing campaign, customers can be called on birthdays and anniversaries. The database of customer details built up can be analysed for market research”.</p> <p><b>Level 1</b> Candidate describes one or two ways, weakly linked to marketing.</p> <p><b>Level 2</b> Candidate describes a range of ways (e.g. 3) and gives some detail. Explains link to marketing clearly. Application to travel and tourism organisations for top of level.</p>	<p><b>1 - 3</b></p> <p><b>4 - 6</b></p>	<p><b>AO2</b></p> <p><b>AO3</b></p> <p><b>AO4</b></p>

Question	Expected answer	Mark allocation	Assessment evidence criteria
2(e)	<p>Candidates should compare their key market segments with these types:</p> <ul style="list-style-type: none"> <li>• The GC mainly attracts <i>adults</i>, touring in cars or in coach parties. They like to see <i>unspoilt scenery</i> ('the natural resource underpins visitor interest') and <i>historic or heritage</i> attractions (Castle and Distillery). They enjoy folklore, guided tours, interpretation and short walks.</li> <li>• <i>International</i> cruise passengers join these coach tours. The GCVC provides for 5 foreign languages.</li> <li>• The GC attracts some <i>better off visitors</i> who have higher spend and some <i>school groups</i>, but would like to attract more.</li> </ul> <p><i>Covering one organisation only will restrict to level 1.</i></p> <p><b>Level 1</b>                      Simple identification of customer types                      May state key target markets of both organisations.                      More knowledge of segments (eg ABCDE/ life cycle) at top of level                      Little attention to the comparative task.</p> <p><b>Level 2</b>                      Strong knowledge of market segment types                      Good explanation of which markets are key (GC includes NT members, groups, coach and cruise companies)                      Comparative points bring out important differences/similarities</p>	<p style="text-align: center;"><b>1 - 4</b></p> <p style="text-align: center;"><b>5 - 8</b></p>	<p style="text-align: center;"><b>AO1</b></p> <p style="text-align: center;"><b>AO2</b></p> <p style="text-align: center;"><b>AO3</b></p> <p style="text-align: center;"><b>AO4</b></p>
		<b>Total 24</b>	

Question	Expected answer	Mark allocation	Assessment evidence criteria
3(a)	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Pattern from January to December, seasonal/shoulder/peak.</li> <li>• Change from 2003 to 2004: an increase of 40 per cent.</li> <li>• In one day 18 coaches arrived, multiple trips.</li> <li>• Between 11 and 49 passengers.</li> <li>• Pattern of coaches versus other modes.</li> </ul> <p><b>Point mark</b> 1 mark for simple points, or plus 1 if well-developed.</p>	<b>4</b>	<b>AO1</b> <b>AO2</b>
3(b)	<p>Credit <b>four</b> points such as:</p> <ul style="list-style-type: none"> <li>• Nationality</li> <li>• Age</li> <li>• Type of holiday</li> <li>• Place of residence</li> <li>• Previous / next stops</li> <li>• Duration of tour</li> <li>• Source of information about GC</li> <li>• Purchases made today.</li> </ul> <p>Credit <b>one</b> further mark for each answer that explains why e.g. “If the GCVC knew where the customer had heard about it, they would know where to advertise in the future”.</p> <p>Do <b>not</b> credit information taken from Tables 7-8.</p>	<b>4 × 2</b> <b>= 8</b>	<b>AO2</b> <b>AO3</b>





Question	Expected answer	Mark allocation	Assessment evidence criteria
4(a)	<p>Possible comparison of content -</p> <ul style="list-style-type: none"> <li>• Information centre (IC) leaflet describes the story that can be heard on the show; Distillery (D) also describes their tour.</li> <li>• IC says little about the Causeway – D describes the drink fully.</li> <li>• IC has much detail about the pricing policy – D only says there is an admission charge. Both have advance booking.</li> <li>• Contact IC by phone and email: D gives website.</li> <li>• IC gives no information on opening times or dates or location – but D is detailed on all these, including a map.</li> <li>• IC shows it is accessible to foreign visitors. D mentions shop and restaurant.</li> <li>• Both use images – IC on myth; D on heritage.</li> <li>• IC style is eye-catching and lively, emphasises excitement; D is more formal and serious, emphasising craft and quality.</li> <li>• The AIDA Technique would be helpful to analyse the adverts' effectiveness.</li> </ul> <p><b>Level 1</b> Deals with design or content or both. States which is more effective with simple justifications</p> <p><b>Level 2</b> Good feel for the style of the leaflets and the image being conveyed. Analyses what makes the leaflets effective, giving reasons.</p>	<p><b>1 - 3</b></p> <p><b>4 - 6</b></p>	<p><b>AO2</b></p> <p><b>AO4</b></p>

<p>4(b)</p>	<p>Possible answers include:</p> <ul style="list-style-type: none"> <li>• Coach operators’ exhibition      Allows face to face discussion to explain and go into detail. Direct response from coach company. Create awareness of new developments</li> <li>• Advertising in coach trade publications      Impact of good print quality and full colour. Long lifespan – can be kept and re-read. Target the specific group markets through nature of article/advert.</li> <li>• Familiarisation trips for the press, travel trade and tour operators      Enjoyable. Puts buyers in good mood. Use luxury coach, gourmet food, drink, host, good hospitality, etc. will all help. Full impact of seeing the stones.</li> </ul> <p><b>Level 1</b> Limited explanation of the marketing activity and its purpose.</p> <p><b>Level 2</b> Shows understanding of how the activities should work with coach operators. Link to the objectives/performance indicators explained at top of level.</p>	<p><b>1 - 3</b></p> <p><b>4 - 6</b></p>	<p><b>AO2</b></p> <p><b>AO4</b></p>
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Question	Expected answer	Mark allocation	Assessment evidence criteria
4(c)	<p>Possible answers for a named organisation (GC is permitted) may include:</p> <p>Customers expect organisations to have websites.  Website shows the organisation in a good light on-line.  Design, links and fitness for purpose will make it effective.  Customers have access anytime, from anywhere.  Communicates up-to-date information to customers.  Consumers can also receive information about complimentary offers and ancillary products e.g. as pop-ups.  Customers can research their own information, self-package.  Ability to book on-line securely and with a discounted price.  On-line communities provide a forum for customers, so organisation gets feedback from customers.  Hits received via search engines can be increased.  Value.</p> <p><b>Level 1</b>  Describes importance of website's greater reach to customers and as an information source.  Mentions wider scope (for joint-marketing, booking online, feedback).</p> <p><b>Level 2</b>  Better description of the importance for marketing as above  Explains and evaluates advantages.  Top of level: Draws conclusions on the importance of website and will take into account the organisation's objectives.</p>	<p><b>1 - 4</b></p> <p><b>5 - 8</b></p>	<p><b>AO3</b></p> <p><b>AO4</b></p>

Question	Expected answer	Mark allocation	Assessment evidence criteria
4(d)	<p>GCVC promotional activities are:</p> <ul style="list-style-type: none"> <li>• website</li> <li>• point of sale material, e.g. leaflet for GCVC</li> <li>• attend the Coach Operators’ exhibition</li> <li>• advertising in coach magazines and schools directory</li> <li>• direct marketing to schools</li> <li>• familiarisation trips</li> <li>• Regional Board promotions.</li> </ul> <p>Reasons why the chosen organisation will have similarities and differences:</p> <ul style="list-style-type: none"> <li>• budget</li> <li>• different target markets</li> <li>• different kind of product</li> <li>• links with press or links with sponsors</li> <li>• relationship with local community</li> <li>• promotional activities aimed at public rather than trade.</li> </ul> <p><b>Level 1</b> Candidate describes both the GC’s and the chosen organisation’s promotional activities in a basic comparison. Basic reasoning.</p> <p><b>Level 2</b> Good balance between differences and similarities. Sound reasons to account for different/similar promotional approach. Wider-ranging set of promotions offered. More depth in reasoning.</p>	<p><b>1 - 4</b></p> <p><b>5 - 8</b></p>	<p><b>AO2</b></p> <p><b>AO3</b></p>
		<b>Total 28</b>	

**Assessment Grid**

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	1			
1(b)	3	3		
1(c)	3	3		3
2(a)	2	2		
2(b)	2			
2(c)	4			
2(d)		2	2	2
2(e)	2	2	2	2
3(a)	2	2		
3(b)		4	4	
3(c)	2		4	4
4(a)		3		3
4(b)		3		3
4(c)			4	4
4(d)		4	4	
<b>Total</b>	<b>21</b>	<b>28</b>	<b>20</b>	<b>21</b>

**Weightings of Assessment Objectives**

<b>AO1</b>	<b>21</b>
<b>AO2</b>	<b>28</b>
<b>AO3</b>	<b>20</b>
<b>AO4</b>	<b>21</b>
<b>Total</b>	<b>90</b>