



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT05 Marketing in Travel and Tourism

Mark Scheme

2007 examination - January 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.

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General Guidance for Assistant Examiners of AS and A Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

Level 2 The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

Level 3 The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills. Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a detailed understanding of the needs of the working situations that are discussed.
- The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- Use L1, L2, L3, etc. in the left-hand margin. Examiners should note in the margin where a candidate has achieved a particular level of understanding, **each time** that level has been reached in a task. By looking back through the task at the frequency of use of the various levels, the examiner will be able to determine the overall level of the response.
- An up arrow next to the level indicator (eg L2↑) would show that the response is at the top end of the level, a down arrow (eg L2↓) that it is at the bottom of a level and an equals sign (eg L2=) that it is securely within the level. Another acceptable indicator would be 'just' (eg L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (eg 'theory' or 'not relevant').
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Question	Expected answer	Mark allocation	Assessment evidence criteria
1 (a) (i)	<p>Point mark Total grew by 103 000, a 10% increase. From 1.102 million in 2001 to 1.205 million in 2004. "...by 100 per cent in some years" Mintel says "the ski market is on the up" Award 2 marks for any two separate ways of sharing evidence NOT Fig 10 or merely saying Fig 13 shows it.</p>	2	AO3
(a) (ii)	<p>Point mark Independent travel grew by 19% from 205 000 to 244 000 in 2004, whereas growth from tours was by 7%. Describing trend in Fig 13. Use of email and online findings from Fig 10. "numbers confident enough to book accommodation and flights themselves". Award 2 marks for any two statistics/observations/trend from pre-release booklet.</p>	2	AO3

Question	Expected answer	Mark allocation	Assessment evidence criteria
1 (b)	<p>Level 1 States two or more factors, gives unconvincing description of relevant factors or very basic explanation.</p> <p>Level 2 Brief explanation of a list of factors or a fuller explanation of one significant factor including some relevance to snow sports.</p> <p>Level 3 Clearly shows through two factors how demand would increase with strong link to snow sports</p> <p>Factors might include:</p> <ul style="list-style-type: none"> • Easier to fly to resorts; less restrictions on transport services; growth of budget airline flights • Changing levels of income and wealth (through inflation, exchange rates and interest rates) affect people's likelihood to book holidays • Cheaper than in past. Low cost flights, cheap deals from the agencies • Increased leisure time can take winter as well as summer holidays • Changing fashions for holidays - promotion of skiing and trend towards short breaks, events like Winter Olympics • Awareness of need for a more healthy lifestyle and active holidays • Advances in use of internet/broadband/digital television so public can find their own information and book independently • Higher speed of transport - journey times reduced, new destinations like Canada within reach. <p>Promotion to the family market.</p>	<p>1 - 3</p> <p>4 - 6</p> <p>7 - 8</p>	AO1
		Total 12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2 (a)	<p>Point mark</p> <p>Explains idea of ‘objective’ – where the organisation is aiming to get to (1).</p> <p>Explains ‘marketing’ – idea of all that needs to be done to achieve a sale to or satisfy customers (1) or combination of four Ps.</p> <p>“the right product at the right price in the right place” etc. (1)</p>	2	AO1
2 (b)	<p>Point mark</p> <p>The candidate must state a suitable objective (1) and must convince or refer to evidence (2) that supports the choice made.</p> <p>A fourth objective will not be credited.</p> <ul style="list-style-type: none"> • To increase sales – by penetrating the market, examples of sales promotions are shown. • To retain customers in future - excellent service and good level of satisfaction with flexibility, convenience, "Our customers' feedback is important". Easier to retain than gain a new customer. • To take a larger share of the market - they already have 10%, and are going for more than 10% of market. • To diversify into new markets - or to smooth out sales over the year. This is why they started IgluVilla and IgluCanada and do tailor-made holidays. • To achieve a high quality of products and services - their awards, and keen, specialist staff show this. <p>'To survive' is not correct – pre-release does not show that skiing is a contracting market or Iglu are struggling, but can gain marks for a justification.</p> <p>To reduce costs – it is very necessary to do this but there is little evidence, so unlikely to convince.</p> <p>Candidates can choose objectives NOT taken from Figure 3 such as ‘Prestige’ – to become known as the best-informed and expert ski travel agent – or to ‘raise staff expertise’</p>	(1 + 2) x 3 = 9	AO2 AO4
		Total 11	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3	<p>Level 1 Take product literally, listing items from the site map, Figure 4. 'They sell ski holidays'. At higher level, they sell a range of ancillaries like insurance, airport parking, car hire. Tailor-made, diversifying or provide online information mentioned, no discussion.</p> <p>Level 2 Discusses unique selling point (expert specialist staff, online, etc) and service given, not just list of products. Iglu's product is the advantages of internet – speed, up-to-date with prices and availability, convenience, flexibility. Iglu has specialist staff that are keen to help with their expert knowledge, advise, make suggestions and organise for you, so can tailor make the ideal holiday. May include brand or product position.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO2
		Total 8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 a (i)	<p>Point mark Primary (field) research is gathering and analysing data for the first time (1) - example, the ABTA survey.</p> <p>Secondary (desk) research is analysing data that has already been gathered before (1) - example - Travel Trends from National Statistics.</p>	2	AO1
4 a (ii)	<p>Point mark To get the 2nd mark there must be some description, clarifying how it is advantageous. Two distinctive advantages should be given.</p> <p>Organisations will use secondary research because:</p> <ul style="list-style-type: none"> • Off the shelf, so available now and does not take time to collect. • No time taken analysing the raw data results. • Possible that interpretation/comment will accompany the results. • Cheaper in terms of manpower/organising to get the information. • Competitors will not know that you are researching. • Can use internal research i.e. your own sales figures or customer database. • Useful for discovering general facts about the whole market eg the overall size of the market /whether it is shrinking or growing. <p>May refer to examples eg Mintel, trade journals, or national statistics.</p>	<p>2 + 2</p> <p>= 4</p>	AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>4 (b)</p>	<p>Techniques include:</p> <ul style="list-style-type: none"> • analysis of sales database • face to face, postal or phone questionnaires • focus groups of customers • customer feedback forms • observation • website returns. <p>Level 1 Refers to a technique. Simple description of research technique and what is asked about market in general terms.</p> <p>Level 2 Specific knowledge of how that organisation carried out the method and the results that could be used to find out about the target market, i.e. gathers information about people likely to buy the products.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>A03</p>
		<p>Total 12</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p>Point mark 5 simple statements relevant to marketing or 2 or 3 developed points.</p> <p>Schools</p> <ul style="list-style-type: none"> • Marketing is directed at the teacher-organiser. • Will probably want coach travel and accommodation with multi-bedded rooms. • Can only go in about 4 weeks of the year. • Unlikely to afford the top resorts. • Free teacher or accompanying adults expected. • Very large groups. • Evening activities are required. • Obligated to use ski schools. 	5	AO1
		Total 5	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (a)	<p>Level 1 Repeats numerical information read from the pie charts or simple factual description. At top of level some reference to simple patterns or trends.</p> <p>Level 2 Analysis will also make sense of what is happening with the internet, broadband connections and digital TV. As these grow and become more accessible, leads to reduction in traditional methods. These changes are happening fast. At highest level will make a brief comment on ski agencies meeting demand for a tailor made service, and email enabling this online.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO3
6 (b)	<p>Point mark 1 mark for strength; 1 for a weakness.</p> <p><i>Strength:</i></p> <ul style="list-style-type: none"> • Very easy for online customers to understand and use. • Quick to fill in – only four items used. • Ensure customer provided all the necessary details • Will return information instantly. <p><i>Weakness:</i></p> <ul style="list-style-type: none"> • Only brings up a limited range of properties that can be booked online. • Form only considers four factors: where, when, departing from and accommodation type (but options button may produce more). • No indication of price that customer pays. • Limited opportunity for tailor-made. 	2	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6 (c)	<p><i>Advantages:</i></p> <ul style="list-style-type: none"> • Travel agent is bonded: helps you if your holiday accommodation or airline company collapses. Paying online feels insecure. • Professional travel agent has expertise about destinations. Has skill to handle complex itineraries. Trained not to forget parts of package, like lift pass. • Customer can discuss the holiday with the travel agent. Can deliver quality service to customers including tailoring. • Saves the customer time. • Online agencies give all the advantages of high street plus online. <p><i>Disadvantages:</i></p> <ul style="list-style-type: none"> • Customers can save a lot of money online or independently as agents may be tied to some products like tour operators. Travel agents push their own products and insurance at you. • Some travel consultants are beginners, inexperienced and not very good: you're in their hands. • Customers can book their own flights, accommodation etc online at a convenient time. Independent booking is much more flexible. • Customers are becoming expert in getting the information themselves off internet, teletext etc. <p>Level 1 Candidate draws up a list of advantages and of disadvantages, and discusses them.</p> <p>Level 2 Fuller discussion of some advantages and/or disadvantages that are more important than others. Balance of arguments. Evaluation may come to a conclusion.</p>	<p style="text-align: center;">1 – 4</p> <p style="text-align: center;">5 – 8</p>	AO4
		Total 16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Level 1 List. Covers limited range of opportunities and/or threats in simple and sketchy way. Shows general understanding of opportunities and threats</p> <p>Level 2 Describes range of both opportunities and threats. Shows good understanding of some significant points.</p> <p><i>Opportunities</i></p> <ul style="list-style-type: none"> • Snowsports and travel are both a growing market. • Building up a database of customers' e-mail addresses so can cheaply send marketing material to them. • Press interest in Iglu gives praise and builds image. • Can increase the number and range of products sold such as flights to all destinations, summer holidays, villas. • Can compete very successfully with high street travel agent rivals - vast amount of business to be captured. <p><i>Threats</i></p> <ul style="list-style-type: none"> • Server failure. • Risk of fraud discourages people making payment online. • Holiday business subject to terror threats. • If technology is slow or fails, web users very impatient. • No face-to-face advice. • Mild weather. • May not be able to cope if demand increases. <p>Other reasonable points accepted.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1</p> <p>AO2</p>
		Total 8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Levels mark A description of a range of prices, offers and deals. Reasons behind offers and deals. Links pricing strategy to Iglu’s marketing objectives.</p> <p>Level 1 Copies different prices and deals from Figure 5. Simplistic reasons such as “to attract new customers”, or generalisations. Mention of meeting objectives. Top of level – a range of reasons.</p> <p>Level 2 Clear explanation of Iglu’s pricing strategy. May group the prices and deals into distinctive types. Begins to offer well-illustrated explanation. At the top, relates to the marketing objective of operating on low margins to capture market share and drive out a competitor.</p> <p>Possible answers:</p> <p><i>Attract new customers</i> – free for beginners <i>Encourage ancillary spending</i> – eg winter holiday insurance £25 <i>Discounts for higher spending</i> – eg free places when four book; group discounts; savings on more expensive, exclusive holidays <i>Encouraged to make purchase <u>now</u> and commit</i> – cheap deals “if you book today”, “book Eurostar this season”. <i>Joint offers</i> – with Eurostar, mutually helpful <i>Book with confidence</i> – Iglu will match the price of any competitor <i>Comparison</i> of different resorts and emphasise link to the cheapest price.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO2</p>
		Total 8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
9	<p>Iglu uses a number of promotional methods:</p> <ul style="list-style-type: none"> • Sales promotions (deals, discounts, free places). • An advertising slogan or message. • Website text making customers understand the characteristics of the product (support from experts). • Endorsements from influential newspapers and others ("the UK Snow Awards", "Hitwise #1 website") which encourages customers to buy and to recommend to others ("e-mail this page to my friend"). Candidates should refer to market segments that the particular promotion aimed at eg expert skiers, families, groups. • Tie in with other companies (Eurostar) <p>There is scope for contrast with the other chosen organisation because Iglu does not use:</p> <ul style="list-style-type: none"> • Posters, TV advertising or newspaper adverts • Leaflets, direct mail or brochures • Sponsorship. <p>Lack of actual examples restricts to level 1.</p> <p>Level 1 List of promotional methods used by 2 organisations. A promotional method described.</p> <p>Level 2 Basic comparison between methods is used. Knowledge of promotional methods of each organisation explained or illustrated.</p> <p>Level 3 Examples of promotional methods from both organisations may be linked to the relevant market segments. Meaningful comparative points made including both similarities and differences showing how the promotional methods are appropriate for each organisation (Iglu being web-based) and effective for them.</p>	<p style="text-align: center;">1 – 3</p> <p style="text-align: center;">4 – 7</p> <p style="text-align: center;">8 – 10</p>	<p style="text-align: center;">AO2</p> <p style="text-align: center;">AO4</p>
		Total 10	

Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1 (a)			4	
1 (b)	8			
2 (a)	2			
2 (b)	3			6
3		8		
4 (a)	2		4	
4 (b)			6	
5	5			
6 (a)			6	
6 (b)		2		
6 (c)				8
7	4	4		
8		8		
9		4		6

Weightings of Assessment Objectives

AO1	24
AO2	26
AO3	20
AO4	20
Total	90