



**General Certificate of Education (A-level) Applied  
June 2012**

**Travel and Tourism**

**TT05**

**(Specification  
8651/8653/8656/8657/8659)**

**Unit 5: Marketing in Travel and Tourism**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' responses: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 Ofqual, 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 shows 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 shows 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 (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be ‘just’ (e.g. 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 (e.g. ‘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 Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	Madame Tussauds or Legoland or Dungeons or World of Adventures, etc.	2	AO2
1(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Partial definition of a brand as recognisable/distinctive/familiar/memorable, etc, and assertion of its importance.</p> <p><b>Level 2 – Clear</b> Understanding of what a brand means, and reason for demonstrating its importance, e.g. for loyalty and trust, or good qualities.</p> <p><i>Typical answer</i> A brand is the identity of the organisation or product which stands for something valuable. The brand distinguishes it from its rivals and is recognised by customers. They prefer to buy a brand they know because they feel they can depend on it. Loyalty is an important component of branding. Most customers will not care whether Vardon or Merlin actually owns the attraction because they think of Sea Life Centre as owning it and that familiarity makes them trust buying it.</p>	<p>1 – 2</p> <p>3 – 4</p>	<p>AO2</p> <p>AO3</p>
<b>Total for question 1</b>		<b>6</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	(W) Customers/volume of sales/revenue/quantity (X) Launch (Y) Growth (Z) Maturity/saturation.	4	AO1
2(b)	<p><b>Point mark</b></p> <p>1 mark per valid reason for decline.</p> <p><i>Typical answers</i></p> <p>(i) The strength of the pound made it expensive for foreign visitors. (ii) Strong competition from other visitor attractions. (iii) Inadequate investment because Vardon was investing in health and fitness studios. (iv) Technologically obsolete attractions not renewed.</p>	3	AO2
2(c)	<p><b>Point mark</b></p> <p>1 mark for a suitable product / organisation. 1 mark for an outline of the way in which the product could be relaunched. 1 mark for explaining how the revamping would prevent decline.</p> <p><i>Typical answers</i></p> <p>Museums have been redeveloped (1) with interactive participation instead of looking at glass cases (1), so they attract a range of visitors especially the young who can be active, instead of only those interested in the topic (1). Car ferries (1) now have a wide range of leisure activities on board (1) so that passengers do not get bored and will go by ferry as it is now enjoyable (1).</p>	3	AO3
<b>Total for question 2</b>		<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	London Midland / train operating company or the fast-food restaurant or Chessington Zoo.	1	AO2
3(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Simple points showing partial/limited understanding about the strategy.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2 – Clear</b> Discussion, with some assessment, of the advantages of joint marketing. Use of examples of mutual benefit and interplay of partners. Disadvantages may be limited.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p><b>Level 3 – Detailed</b> Well-organised, balanced assessment of mutual benefit including perhaps understanding of different type of help given by <i>Smartsave</i> compared with other partners, including the disadvantages to SLC.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p> <p><i>Typical answer</i> The train operating company uses the Sea Life Centre's appeal to get people aboard. Customers use the fast-food restaurant as well as the SLC, so more overall income for both, despite the discount given. The Merlin pass encourages customers to enter other attractions free of charge and then secondary spend on site, or simply pay more for SLC if they don't use it. Both the Sea Life Centre and its partner organisations have a limited budget for marketing so this means that each can contribute towards the costs and so do more marketing than they could alone. On the other hand, those interested in a meal, or in the</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p>	<p>AO2 AO3 AO4</p>

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark

	<p>Sea Life Centre but not the other are not very likely to use the scheme so it appeals to a relatively low number of people.</p> <p><i>Smartsave</i> is a different matter because the customer has no commitment to another organisation. It simply allows the customer to save money without strings. This costs the Sea Life Centre 20 per cent of its income and seems a loss but it earns 80% and draws in customers who might not otherwise come. In fact the full entrance fee is not usually expected.</p>		
<b>3(c)</b>	<p><b>Levels mark</b></p> <p>MAX L1 if candidate answer is about two kinds of passes.</p> <p><b>Level 1 – Basic</b> Describes the annual pass or initiatives like glass bottom boat so that customers return. Partial coverage.</p> <p><b>Level 2 – Clear</b> Explains both the annual pass and initiatives, clarifying how they make customers return. Possibly also refers to PR.</p> <p><i>Typical answer</i></p> <p><b>(i)</b> By offering an annual pass, either to all Sea Life Centres from £30 or to all Merlin attractions for £77. Having bought the pass, possibly on impulse, you have to visit two or three times to get your money back.</p> <p><b>(ii)</b> By initiatives - introducing frequent new features. Worthwhile for visitors to return to see something new.</p> <p><b>(iii)</b> By public relations to keep the SLC in the news and in customers' minds, through media inclusion, press releases and community events.</p> <p><b>(iii)</b> By ensuring complete customer satisfaction: repeat sales save unnecessary expenditure on advertising and promotion to attract new customers.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b> <b>AO2</b></p>
	<b>Total for question 3</b>	<b>16</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	(i) More 'staycations' in the UK (1). (ii) Falling disposable income of customers (1).	2	AO3
4(b)	<i>Typical answers</i> (i) By training (1), safety and maintenance procedures and security measures (1). (ii) By training to a high level or giving job satisfaction (1), opportunities for promotion and incentive schemes, to motivate staff (1).	4	AO1
4(c)	<p><b>Levels mark</b></p> <p>Un-named or invalid organisation: maximum 3 marks.</p> <p><b>Level 1 – Basic</b> Basic statement of positive points. General. Limited explanation and lacks detailed knowledge.</p> <p><b>Level 2 – Clear</b> Explains a range of opportunities. Evaluates how important and may draw conclusions.</p> <p><i>Typical answer</i> By developing the reputation of the brand. By repeating a successful formula and design for an attraction in other towns and across towns. By placing midway attractions in theme parks to achieve balance between attractions which are broadly “indoor” and “outdoor”. By market research to confirm that customers’ needs and expectations are being met.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO3</p> <p>AO4</p>
<b>Total for question 4</b>		<b>12</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p><i>Typical answer</i> The target market is a customer group or segment with common characteristics (1) identified by the organisation. Marketing is aimed at the group in an appropriate format to appeal to them (1).</p>	2	AO2
5(b)	<p><b>Point mark</b> Reward 3 simple statements relevant to marketing, or +1 for a well-developed point.</p> <p><i>Typical answer</i></p> <ul style="list-style-type: none"> <li>• schools marketing will be directed at the teacher</li> <li>• free teacher places and familiarisation visits</li> <li>• pupils get discounted price</li> <li>• schools are more likely to visit during certain weeks of the year e.g. activities week</li> <li>• the visit must have educational value, related to the NC</li> <li>• it can be difficult to take students off-site for health and safety and cover reasons</li> <li>• very large groups</li> <li>• pupils will need food &amp; drink, SLC can supply these needs.</li> </ul>	3	AO1
5(c)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Recites price reductions and free teacher place from page 4 of Pre Release Material.</p> <p><b>Level 2 – Clear</b> Explanatory response. Understands that SLC is an authoritative education resource which can enhance learning.</p> <p><i>Typical answer</i> Discounted prices make it affordable. The teacher has a pre-visit to tailor to the pupils' needs. There is an opportunity for students to have a "lesson" with a trained teacher (a well-informed SLC member of staff) with real sea life to aid teaching, possibly having otters, penguins, seals and friendly animals joining in the classes.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2
5(d)	<p><i>Typical answers</i></p> <ul style="list-style-type: none"> <li>(i) families</li> <li>(ii) people interested in nature or conservation</li> <li>(iii) birthday groups</li> <li>(iv) groups such as scouts and guides, language schools</li> </ul>	2	AO2
<b>Total for question 5</b>		13	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)(i)	<p><b>Point mark</b> Up to 4 marks for explaining each aspect of the method of market research.</p> <p><i>Typical answer</i> Someone acting as if a customer, going undercover to report on such features as decoration and tidiness, the quality of the SLC, and other customers' reactions. Covert observation ensures that behaviour of staff or customers is not influenced. The results must be quickly fed back to SLC's market research department. It is a form of quality control as well as market research.</p>	4	AO1 AO4
6(a)(ii)	<p><b>Point mark</b> <i>Typical answer</i> Sampling - the mystery shopper only visits on one particular day and time. Cost of employing the mystery shopper. Incomplete observation and reporting as the mystery shopper cannot make notes at the time. Bias. The mystery shopper's evaluation must be against strict criteria. The mystery visitor could be detected and influence behaviours.</p>	2	AO2
6(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> States the benefits for customers resulting in a better response rate.</p> <p><b>Level 2 – Clear</b> Explains why the technology gives an advantage and how that helps the company (e.g. larger, more reliable sample).</p> <p><i>Typical answer</i> Far higher response rate: because it is very quick and easy for public to answer questionnaire. People enjoy interactive displays so may even queue up to use the touch screen. Computer gains more data, so much larger sample and more reliable results. Questions can be updated at any time. Results up-to-date - the answers are instantly fed to head office where the computer can collate all the results instantly. A running stream of data from all SLCs, so aware of patterns in customer needs and expectations immediately. No repeat costs once the terminal is set up. No paperwork - need to prepare and handle a lot of questionnaires materials or cost of collation. More environmentally friendly because paper-free.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2 AO4

<p><b>6(c)</b></p>	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes the use of technology e.g. website or booking.</p> <p><b>Level 2 – Clear</b> Describes how the technology has affected marketing e.g. fewer enquiries, less need to issue brochures.</p> <p><i>Typical answer</i> Travel organisations make great use of websites nowadays, both for providing information so there are fewer enquiries by phone to respond to and less need to send out information brochures. Websites are used for taking bookings which can be done securely and quickly without using post or issuing receipts so lowering these costs.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b> <b>AO2</b></p>
<p><b>Total for question 6</b></p>		<p><b>18</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p><b>Point mark</b> 1 mark per valid point made</p> <p><i>Typical answer</i> Buying an adult meal at the fast-food restaurant you gain a half price entry ticket to a Merlin attraction so some income is lost (1). However there will be extra customers who would not otherwise have visited SLC (1). The extra income can be subtracted from the cost of the campaign (1). The success of the campaign can also be measured by finding out how many people were aware of it and how many acted upon it (1).</p>	3	AO2
7(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes how the gift shop will bring in more money.</p> <p><b>Level 2 – Clear</b> Clearer understanding of the importance of secondary spend as more than a revenue stream, giving greater customer satisfaction through meeting needs and expectations.</p> <p><i>Typical answer</i> The gift shop area helps to maximise possible income. It extends the length of visit so giving a perception of better value for money. This spending can amount to as much as the families discounted admission fee. The sale of branded merchandise, such as the cotton bag with the SLC logo, being carried around the town advertises the brand and could reach huge numbers of people for free. However, this is an intangible benefit over which the company has no control but showing a souvenir suggests that the customer is recommending the SLC. The gift shop also rounds off the experience in a satisfying way while meeting the customers' needs for food and drink.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO3
<b>Total for question 7</b>		<b>9</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Limited or simple description. Identifies one or two advantages.</p> <p><b>Level 2 – Clear</b> Analyses range of ways in which the scheme is beneficial.</p> <p><i>Typical answers</i></p> <ul style="list-style-type: none"> <li>• brings income for each adoption to use in conservation work</li> <li>• merchandise advertises and gets the Sea Life Centre name known</li> <li>• merchandise is very cheap to produce</li> <li>• associates the Sea Life Centre name with a worthy cause</li> <li>• gives <b>one</b> free ticket so a paying adult will accompany the child</li> <li>• helps to breed brand loyalty</li> <li>• creates a positive image for the Sea Life Centre.</li> </ul>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO4</p>
	<b>Total for question 8</b>	<b>6</b>	