# General Certificate of Education

# Travel and Tourism 8651/8653/8656/8657/8659

## TT05        Marketing in Travel and Tourism

# Mark Scheme

*2010 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.

Further copies of this Mark Scheme are available to download from the AQA Website:  www.aqa.org.uk

## General Guidance for Assistant Examiners of AS 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 (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) | **Point mark**<br><br>**1** mark for each of 2 reasons; one must be a marketing reason.<br><br>*Possible answer*<br>A valid reason about more flights of an 'international' nature  (1)<br><br>Marketing reason : To shed the provincial image and promote the airport as becoming more important (1) | **2** | **AO1** |
| 1(b) | **1** mark for each of 2 reasons; one must be a marketing reason.<br><br>*Possible answer*<br>A valid reason connecting with an appropriate figurehead for 'transport' or for  short-haul European destinations (1)<br><br>Marketing reason :  To attract more press interest in the opening (1) | **2** | **AO2** |
| | **Total of question 1** | **4** | |

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

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 2(a) | **Level 1 - Basic**<br>Pattern described in a basic way, mention of product life cycle concept | **1 - 3** | |
| | **Level 2 - Clear**<br>Pattern described clearly and with some details.<br>Links to "introduction" or "launch" of the airport (approx 1980-90) and "rapid growth" stage towards saturation (approx 1990 - today) and perhaps "plateau/maturity" (drop in 2007-08)<br><br>*Possible answer*<br>Pattern was stable in the 1980s at around 200 000 passengers until about 1990 ("introduction" or "launch" of the airport) when growth really took off as improvements all together enabled rapid growth to 770 000 in 2007. Eventually the growth is likely to reach a plateau and the airport product will be mature. | **4 - 6** | **AO1 AO3** |
| 2(b)(i) | **Point mark**<br>1 mark for each distinctive point about the airport product (or plus 1 for development | **4** | **AO2** |
| 2(b)(ii) | **Level 1 - Basic**<br>Describes the Norwich airport product<br>Identifies some customer needs and expectations<br>At top of level makes simple link between the two | **1 - 2** | |
| | **Level 2 - Clear**<br>Clear link between the nature of the airport product and customer expectation<br>Evaluates extent to which product meets customer needs<br><br>*Possible answer*<br>The airport is small and it is very easy for passengers to pass through the terminal quickly - so it saves time, and time is worth money<br>Customers have grown weary of airport delays and TV images of stranded passengers make them reluctant to face delays.<br>It can be a small and friendly airport rather than big and impersonal<br>It flies to a number of very significant destinations that meet customer needs.<br>For Norfolk passengers it is much quicker than going to Stansted. | **3 – 4** | **AO4** |
| | **Total of question 2** | **14** | |

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

| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 3(a) | **Point mark**<br><br>**1** mark for each of 4 points such as:<br>• What is measured<br>• How this is measured<br>• What the results show<br>• How this helps find out whether effective<br><br>*Possible answers*<br>*e.g. Measure customers' awareness of the airport*<br>*Measure what they recall about the marketing slogan or the impression they have of the product*<br>*The results will show whether favourable to booking a flight*<br>*Marketing dept becomes aware of which aspects of website successful*<br><br>e.g.  Number of hits recorded *would be possible to work out 'take-up'.*<br>*The profitability of these sales is found by subtracting the cost of the website campaign from revenue raised in response to the marketing.* | **4** | **AO1** |
| 3(b) | **Level 1 - Basic**<br>Name of suitable travel and tourism organisation<br>Basic knowledge of how websites used for marketing or<br>Limited range of  advantages and disadvantages | **1 - 4** | |
| | **Level 2 - Clear**<br>Detailed description showing knowledge of website use for marketing<br>Meaningful application to the named T & T organisation and to marketing<br>Balance and breadth of advantages and disadvantages<br><br>*Possible answer*<br><br>*Advantages of using a website*<br>Instant response  compared with (for example) obtaining a brochure<br>Can put unlimited number of pages of information online<br>Can host videos of the destinations<br>Can store and analyse information Can link to a booking form<br>Keeps down costs etc<br><br>*Disadvantages of using a website*<br>Server failure<br>If technology fails or is very slow  people are impatient<br>No face to face advice or questions<br>Risk of fraud discourages people from making payments online  etc | **5 - 8** | **AO3**<br>**AO4** |
| | **Total of question 3** | **12** | |

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| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| **4** | **Level 1 - Basic**<br>Chooses factors that led to an *increase*<br>Outline of the two factors | **1 - 4** | |
| | **Level 2 - Clear**<br>Clear explanation of how each was important in increasing air travel | **5 - 8** | |
| | *Possible answer*<br><br>Political<br>* Consumer protection - the finances of companies providing flights and holidays are regulated, ATOL and ABTA bonding ensures holiday makers can get home if tour operator goes bust. Passengers have rights etc.<br>* EU deregulation of the airline industry gave airlines right to operate in other countries, encouraging  budget airlines who carried passengers to all the regional airports abroad.<br><br> Economic<br>* Affordability of air travel improves as disposable incomes rise and fares are forced down by the budget airlines like Flybe Ryanair and Easyjet controlling costs so other airlines must follow suit.  This is according to survey (page 8) the main factor determining decision to fly.<br>* Price per barrel of oil - has been very low (1996 =$20, 2005 = $30), which encouraged discounting of air fares and more air travel - until 2008 (=$140) when less cheap fares available..<br>* Unemployment rate low - more people earning at work and able to take foreign holidays | | **AO1**<br>**AO4** |
| | **Total of question 4** | **8** | |

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| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 5 | **Level 1 - Basic**<br>Gives simple or unconvincing reason(s) why different forms of outdoor advertising are effective - may use AIDA. | 1 - 3 | |
| | **Level 2 - Clear**<br>Clearly explains effectiveness e.g. works correctly through AIDA<br>Asserts that some methods are more effective. | 4 - 6 | |
| | **Level 3 - Detailed**<br>Detail e.g.  full use of AIDA<br>Analysis of the adverting method<br>Comparative answer showing why some outdoor methods more effective than others | 7 - 9 | |
| | *Possible answer*<br>Bus advertising is quite effective because the size of the bus side allows far more information to be conveyed. The number of people who see the bus is very large though not all will read the advert or even notice it. The bus route relates to a specific catchment and there will be hundreds of opportunities to see the advert each month.<br>However, adshels advertising may be more effective. Not only might every passing driver notice it, the people standing at the bus stop will see it for a long time when they have nothing else to do but read it, etc. | | **AO2**<br>**AO4** |
| | **Total of question 5** | **9** | |

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| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 6 | **Level 1 - Basic**<br>List of promotional methods used by the chosen organisation. A promotional method described.<br>No significant comparative point - "just like the airport" | 1 - 4 | |
| | **Level 2 - Clear**<br>Basic comparison between methods<br>Knowledge of promotional methods of each organisation | 5 - 8 | |
| | **Level 3 - Detailed**<br>Meaningful comparative points made including specific similarities and differences<br> Promotional methods from both organisations<br>Linked promotion to the relevant market sector or shows how promotion is effective for them<br><br>*Possible answer*<br>Norwich Airport uses a number of promotional methods<br>Website<br>Advertising brochure making customers understand the nature of the product  etc | 9 - 10 | AO3<br>AO4 |
| | **Total of question 6** | **10** | |

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| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| **7 (a)** | **Point mark**<br><br>**1** mark for promotion, product, place, all correct. | **1** | **AO1** |
| **7 (b)** | Credit positive or negative factors outside airport's control<br><br>**Level 1 - Basic**<br>Identifies a relevant factor - the more specific and appropriate, the higher up level.<br>Gives one reason why this would alter the charges.<br><br>**Level 2 - Clear**<br>Identifies more than 1 relevant factor - the more specific and appropriate, the higher up level.<br>Explains how these would alter the charges.<br><br>*Possible answers*<br>Effect of time an aircraft remains at airport<br>Legislation such as health and safety,<br>Inflation could increase wage costs, rising prices make the operation more expensive<br>Technological developments and need to keep up to date with them.<br>Competitors - other airport can undercut prices<br>Contracts with the airport's suppliers and partners. | **1 - 3**<br><br>**4 - 6** | **AO2** |

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| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 7(c) | **Point mark**<br><br>**1** mark for identifying a marketing activity<br>**1** mark for linking to a plausible objective<br>**2** marks for showing how the activity links<br> If for the customers, allow 1 mark for a valid link<br><br>*Possible answer*<br>Objectives are:<br>  1 Move into new markets<br>  2 Raise the airport's profile<br>  3 Make the product distinctive<br>  4 Retain routes, launch new routes<br>  5 Increase passenger numbers<br>  6 Hold or increase market share<br><br>Link to possible B2B  marketing activities<br><br>  Tour operator support - Gold Trail (May)  link to objectives 1, 4, 6<br>  Agents' event advertising  (May)  link to objectives 2, 4<br>  Jersey - agents' incentive (May)  link to objectives 3, 5<br>  B2B Hospitality (June)  link to 4<br>  B2B advertising in trade publications (June)  2, 4<br>  Tour operator terminal Open Day (June)  1, 2, 6<br>  Operators / airlines networking (July)  6<br>  Hospitality events with agents and operators (Nov)  2<br>  Agents' event in terminal (Dec)  3, 5<br>  Joint operator advertising (Feb)  4, 5<br>  B2B hospitality/educational event (March)  1, 6<br>  Airline/Operator support (March)  4<br><br>May also speculate e.g.   The airport should market itself to tour operators offering Mediterranean summer holidays. | **2x4=8** | **AO1 AO2** |
| | **Total of question 7** | **15** | |

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| Question | Expected Answers | Mark Allocation | Assessment Evidence Criteria |
|---|---|---|---|
| 8(a) | **Point mark**<br>**1** mark for stating method  +**1** for development showing how it will encourage<br><br>*Possible answer*<br><br>By giving an incentive, like saying their name will be entered in a prize draw (1) if they send it back (1). | **2** | **AO1** |
| 8(b) | **Point mark**<br>Must show what they do with the information. Allow 1 mark for a direct link<br><br>*Possible answers*<br><br>Section A  Demographics help you segment the market according to the characteristics of age groups or frequent and infrequent users of the airport<br><br>Section B  Airport Product   Answers will help you to improve the airport product by finding out which parts of the airport are not meeting the standards that customers expect. Also defines the wants of customers by showing where their expectations lie and what they are satisfied with / not satisfied with. Understands how customers prefer their airport environment to be. Identifies aspects of the airport product to be marketed<br><br>Section C  Lifestyle -  allows you to improve your market segments of age and gender and use of the airport by looking at common lifestyle traits. | **3x4=12** | **AO1**<br>**AO2**<br>**AO3** |
| 8(c)(i) | **Point mark**<br>**1** mark for each part of secondary definition<br><br>Secondary data is data that already exists (1)<br>It has been collected by someone else, or by you for another purpose (1) | **2** | **AO1** |
| 8(c)(ii) | **Point mark**<br>**1** for each type of secondary source<br><br>*Possible examples*<br>Records of recent marketing campaigns run by the airport<br>Newspaper articles about airlines and tour operators<br>Records of enquiries resulting from trade shows<br>Last year's passenger numbers to each destination<br>Database of passengers who flew  etc | **2** | **AO2** |
| | **Total of question 8** | **18** | |

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