



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT05 Marketing in Travel and Tourism

Mark Scheme

2007 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.

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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.

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- 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	<p>2 marks for <u>descriptive points</u> about changes “Seen a decline” or “decreased” (0) “rapidly”, “greatly”, “steadily” (1) “Decreased continuously in most months, except December” (2) Use of statistics “since 1993 when 2.3 million” (1) “from 1 265 000 to 1 091 000” (1)</p> <p>4 marks for points <u>explaining</u> reasons behind the changes:</p> <ul style="list-style-type: none"> • Competitor attractions • Insufficient marketing budget / Not being marketed properly / needs to reach a wider market • Admission charges / did not have to pay in the past • Product - not different from before / not value for money / not enough to do / nothing new (Do <u>not</u> accept “Less interest from younger people”, “Not what people do” / “unfashionable”) • Decline in number of visitors to Kent / crossing channel <p>Add +1 for development of a reason</p>	6	AO2 AO3
		Total: 6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(a)</p>	<p><i>Possible answers</i> Need to ask only a <u>small proportion</u> of all visitors (1) Because it is a representative sample (1) Sampling saves the Cathedral time and money (1) Achieves statistically reliable information about the whole population (1) Less time-consuming because.....(1) Does not cost so much because.....(1) Need ask only a sample if from all/different backgrounds / all types.</p> <p>Any 3 points from above or similar point.</p> <p>No credit for: "it would be impossible to ask every visitor" or "because not everyone would be prepared to participate" or that a rough idea would suffice e.g. "they would get a general result".</p>	<p>3</p>	<p>AO1</p>
<p>2(b)</p>	<p><i>Strengths</i> Survey answers can be explored in further detail (1) Can explain/ clarify questions (1) Can follow up answers (1) Answers will be confidential from competitors (1) "Can focus on particular customer types" (1) "Can focus on qualitative data and gain opinions" or "gain people's opinions in a qualitative way" (1).</p> <p>No extra marks for development.</p> <p><i>Weaknesses</i> Is the focus group representative? (1) Costly and time consuming to carry out (1) Problems of interviewer bias remain (1) etc</p> <p>1 mark per valid response. 3 + 1 transferable</p>	<p>2 + 2</p>	<p>AO1 AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p><i>Possible answers :</i></p> <ul style="list-style-type: none"> ❑ Half the visits made were between one and 2 hours long ❑ Only 5 per cent were very short (less than 30 minutes); only 12% were very long (more than 2 hours) ❑ On average individuals stay longer (73 mins) than those on a group visit (58 mins). ❑ 21% said they did not have sufficient time to take a guided tour ❑ Those who stayed more than an hour rated the visit higher in terms of value for money and overall enjoyment than those who stayed for less than an hour ❑ Conclude that the Cathedral should get people to stay longer so that they will be more satisfied. <p>Level 1 – Basic Repeats results from the survey, such as first 4 points above. Higher marks awarded for more detail, better summarising of results and good use of statistics. Simple conclusion such as “people left early as they did not find enough to do”.</p> <p>Level 2 – Clear Draws a conclusion about what the Cathedral might do next. Includes result about value for money and enjoyment Draws a conclusion from the Value and Enjoyment result.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3</p>
		Total: 13	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	Middle-aged people / parents (1) whose children have grown up and left home (1)	2	AO1
4(b)	<p><i>Possible answers :</i></p> <ul style="list-style-type: none"> • Psychological type – reflective, interested, educated • Any segment should be large enough or have enough purchasing power to merit marketing. Cathedral knows that it cannot afford to target all the segments • Target the marketing (prices, promotional material etc) to meet the needs of the segment i.e. "Offer the product in a form that people want at a price they will pay in a place they can reach" • May offer ideas for product/promotion to a particular customer group. <p>Level 1 – Basic Knows marketing is aimed at target group, and says segmentation identifies them. Simple ideas about targeting the product and promotion to the segment.</p> <p>Level 2 – Clear Explains how segmentation means understanding needs and wants of Cathedral's KEY customers and aiming the 4 P's at worthwhile target groups so as to be more cost-effective e.g. shows how the 4 Ps can be adapted to meet needs of the segment so that marketing is more likely to produce sales and be cost effective in the target groups.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(c)	<p>One mark for any 4 discrete points as below or +1 for development.</p> <p>Maximum 2 for list.</p> <ul style="list-style-type: none"> • Many school groups for educational reasons (1) • Religious groups e.g. pilgrims (1) • Coach tours for foreign visitor groups - because it is a world-renowned name (1) • because the Cathedral is marketed to group organisers rather than to individuals (1). <p>Allow also an answer that is not specific to the target markets, up to 1, e.g:</p> <ul style="list-style-type: none"> • because a guided tour for a group is available (1) • groups will pay less • appeals to special interest groups e.g. historical society. 	4	AO2 AO4
		Total: 12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>6(a)</p>	<p>Possible answer <i>Cathedral is marketed as part of Kent and as part of Canterbury; but also both with and to the transport companies who bring in the visitors. The train, coach and cruise companies then use the Cathedral's appeal to get customers on board.(e.g. the train company passes on a 30 per cent discount) Therefore it is in their mutual interests: Cruise passengers need an excursion so Costa arranges a coach tour into Kent. Similarly, foreign visitors staying in London want to see some sights so Golden Tours picks up from their hotel and takes them around Kent. The Cathedral (plus its associations with Becket and pilgrims, and an attractive lunch venue) is the <u>key</u> attraction for cruise or coach passengers, but Leeds Castle and others in Kent make the tours even more appealing. The City of Canterbury also benefits as shown in "Cathedrals Count" with wages and salaries for employees and spending in the city. The Cathedral has a very limited budget of £30 000. By sharing their marketing budgets all the partners it is able to do far more marketing together than alone. For the Cathedral large groups e.g. coach parties, pay slightly less per person but bring in larger amounts of revenue.</i></p> <p>Level 1 – Basic Simple points showing partial understanding about strategy.</p> <p>Level 2 – Clear Clearer discussion with some evaluation of benefits of joint marketing. Use of examples of mutual benefit and interplay of partners.</p> <p>Level 3 – Detailed Proper explanation of mutual benefit and relationship with partners. Evaluation: why the strategy is essential. Detailed.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>6(b)</p>	<p>Point mark - 1 for each of A I D A.</p> <p>Attention (1) - boldness (30%, great value); striking eye-catching graphics (e.g. FUN), catchphrase ("Full of delightful surprises").</p> <p>Interest (1) - getting across the message of what is on offer - customer realises it is feasible (details of the 4 attractions; stations are a short walk from town centre; what the rail ticket combines).</p> <p>Desire (1) - highlighting the benefits to the customer (all in one, great value, save more than 30%; at a saving of more than a third on prices).</p> <p>Action (1) - enabling the customer to buy (tickets are available from all London and south-eastern staffed stations).</p>	<p>4</p>	<p>AO4</p>
		<p>Total: 13</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p>W Sales or income or revenue or earnings, number of visitors etc</p> <p>X Introduction or launch. <u>Not</u> development or start</p> <p>Y Maturity or plateau or saturation or peak or stability</p> <p>Z Decline</p>	4	AO1
7(b)(i)	<p>No mark for name of travel and tourism organisation. An outline is given describing 2 relevant points about the new product or event.</p> <p>'Behind the scenes tours' of the Cathedral is NOT accepted as example beyond L1.</p> <p>Do not allow any marks for inappropriate organisation.</p>	2	AO2
7(b)(ii)	<p>Product New idea attracting more customers, raising awareness, increasing quality or quantity, and increase income. Core values of the product link to the reputation and brand of organisation. Link to objectives of the organisation. Focus on the needs/expectations of customers (reason behind the survey).</p> <p>Price How much can the market afford? It is a fiercely competitive market: how elastic is demand? Degree of competition and what do they charge? Break even point and rate of return required. Skimming or penetration (profit-maximisation or long-term market share) pricing? High price to recoup the development costs or Low price to penetrate the market.</p> <p>Place The new product has to be 'placed' /distributed effectively so that customers can buy it. Can be made exclusive/selective.</p> <p>Promotion Create awareness, inform and educate by means of a range of promotional strategies.</p>		AO1 AO2 AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(b)(ii) (cont'd.)	<p>Level 1 – Basic Wrong organisation maximum level 1. Only a basic description of the strategy, some of it discussed without merit.</p> <p>Level 2 – Clear Fuller coverage of the strategy for the product given in (b)(i) showing understanding of a promotional strategy.</p> <p>Level 3 – Detailed Discusses correctly and in detail positioning the product; reasons behind pricing policy, distribution to customer and promotional methods used. Strategy details some links to launching a new product.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 9</p>	
7(c)	<p>Example of what will be measured e.g. sales / admissions / customer awareness (1) can be affected by marketing (1). How this will be measured (1) e.g. number of tickets sold / market research. How this will help find out whether effective (1). After - Comparison with situation after the campaign ends (1).</p> <p><i>Possible answer:</i> "By measuring the number of enquiries that led to people participating in the product (for example, new memberships or admissions or sales) it would be possible to work out 'take-up'. The profitability of these sales is found by subtracting the cost of the campaign from revenue raised by responses to the marketing."</p> <p>Point mark One mark for identifying promotional campaign similar to above, or +1 for development. One mark for method of assessing effectiveness +2 for development of how effectiveness is assessed.</p>	4	AO1 AO4
		Total: 19	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Unnamed or invalid organisation maximum 3 marks.</p> <p>Level One - Basic Strengths or improvement ideas given, rather than opportunities; and weaknesses rather than internal threats. List; or very limited range of opportunities or threats. Lacks explanation and detail.</p> <p>Level Two - Clear Valid opportunities and/or threats. Some evaluation – which may be implicit – and explanation.</p> <p>Level Three – Detailed Range of opportunities and threats explained. Some insight. Evaluates how important / draws conclusions.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO2 AO3</p>
		Total: 10	