



ASSESSMENT and
QUALIFICATIONS
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General Certificate of Education

**GCE Travel & Tourism
8651/8653/8656/8659**

TT05 Marketing in Travel & Tourism

Mark Scheme

2008 examination - January series

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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 (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)	<p><u>2 Marks</u> for description 1 – General appreciation of increase/repeat of data/increased by 7 million 1 – <u>More specific point</u> “Same 1990 – 1995” “Limited increase 1995 – 2000” “Rapid increase between 2000 – 2005” <u>Or</u> use of data (proportionate) “Doubled between 1980-2005 from 7 to 14 million”</p> <p><u>2 Marks</u> for explanation (Must go beyond, “has become more popular”) <u>1 Mark for each point explained</u> beyond the resource Reasonable points not identified in the resource are acceptable (“more advertising”, “more facilities” etc.) “More people have cars today so access is easier for a wider range of people”. 2 points identified from resource with limited development (largely copied) – max 1 mark (out of 2)</p>	4	AO1 AO2
1(b)	<p>Level 1 - Basic Basic understanding that encouraging increasing numbers and a wider range of opportunities may not sit very comfortably with the aim of conservation. Idea of conflict mentioned but not developed. The activities which might be demanded may conflict with the aim of increasing understanding. Tentative links to the idea of sensitive marketing/creating some sort of balance between the economic needs of the area and preserving its natural beauty. Might make basic points about ‘more people creating more litter or erosion’ without clear development of the idea.</p> <p>Level 2 - Clear Clear appreciation that marketing is fundamentally about increasing business/market share and in this context it is about increasing visitor numbers and ‘selling’ opportunities which may conflict with the aims of conservation and understanding of the environment (conflicts clearly expressed) Examples of the pressures of extra numbers and particular activities are considered as well as the need to market the area sensitively and focus on the environmental strengths (with exemplification)</p>	1–4 5–8	AO2 AO3 AO4
		Total: 12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2	<p>Level 1 - Basic Limited appreciation of the idea of ‘product’ which identifies basic points such as the location, exhibitions, information etc. / or simple list which identifies a narrow range of factors.</p> <p>Level 2 – Clear Clear understanding that the ‘product’ is a complex mixture of goods and services (with some examples of each) to suit different types of visitors. Goods might include food (café) shop and the general location. Services might include information, education, etc. Max. 4 if a detailed list of factors with no real understanding of product (lists points of which some are a product of Brockhole while others are not).</p>	<p>1–3</p> <p>4–6</p>	<p>AO1</p> <p>AO2</p>
		Total: 6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Level 1 - Basic Basic advantages/disadvantages – not well balanced Simple ideas, e.g. fast/lots of information/people may refuse to answer/not complete/throw away/wrong answers</p> <p>Level 2 - Clear Clearer understanding of advantages/disadvantages with a range of ideas beyond the basic points. e.g. problems of bias vague responses/difficult to get accurate ideas good way to get a representative sample. Some detail of advantages or disadvantages – Max 4 marks</p>	<p>1–3</p> <p>4–6</p>	<p>AO1</p> <p>AO2</p>
4(b)	<p>Level 1 - Basic Basic points about gathering data – simple ideas with limited reasoning. Might list ideas – observation, focus group, interviews.</p> <p>Level 2 - Clear At least two methods expressed in general terms <u>or</u> one detailed method with some clear reasons why it/they may be appropriate or clear reference to the Brockdale Visitor Centre. “A focus group could be set up, which includes a number of visitors from different ages and interests. The group could discuss in detail the facilities of the visitors centre and make observations about how it could be improved. It would be quite easy to do and not cost much”.</p> <p>Level 3 - Detailed At least two methods expressed in some detail with clear reference about how they would be useful for the Brockhole Visitor Centre. “A focus group made up of local visitors from different user groups would be useful. It would be easy and inexpensive to organise and give excellent information about the goods and services on offer and how the centre could be developed. It would also help to develop a more effective marketing strategy. Observation surveys in terms of numbers of visitors, types of visitors, visiting times, length of stay etc would also give useful information about customer types and interests”.</p>	<p>1–3</p> <p>4–6</p> <p>7–9</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p>
4(c)	<p>1 mark for general point and 2nd mark for more specific use. e.g. “to identify things people like” (1) “To identify popular features and use them in the next marketing campaign” (2) “To identify poor quality facilities (1) and develop them, expressing this in advertising literature” (2)</p>	<p>4</p>	<p>AO2</p> <p>AO3</p>
		<p>Total: 19</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Accept reasonable points not on resource.</p> <p><u>Strengths</u> (Any 2x1 mark)</p> <ul style="list-style-type: none"> • scenic location • easy access to Lake Windermere • linked to education centre <p><u>Weakness</u> (Any 2x1 mark)</p> <ul style="list-style-type: none"> • few indoor activities for children • old buildings difficult to use • limited exhibition space <p><u>Opportunities</u> (Any 2x1 mark)</p> <ul style="list-style-type: none"> • possible ideas for new exhibitions • groups interested in working with the centre • could develop wet weather facilities 	6	<p>AO1</p> <p>AO2</p> <p>AO3</p>
5(b)	<p>Level 1 - Basic Limited appreciation of the significance of the threats beyond basic points. Tends to describe the threats and make tentative observations about their impact, or has limited focus on 1 or 2 of the threats only. “Bad weather will put people off because a lot of the attractions are outside. This will mean less visitors to the visitor centre”.</p> <p>Level 2 - Clear Clear understanding about the broader significance of the threats in terms of the sustainability of the centre, with reasoned, logical, evaluative points. Considers each of the threats, not always fully balanced. “There are a lot of attractions in the area and Brockhole has to compete with them. Most people only have a limited amount of time so cannot visit every attraction. If fewer people are attracted to Brockhole they will have less money meaning less investment in staff and facilities. This, in turn, would make the centre less attractive. This is also true of the LDNPAs other spending priorities. Less money spent at Brockhole means less attractions. The weather is always a problem where many facilities are outdoors. Bad weather usually means less visitors”.</p>	<p>1–4</p> <p>5–8</p>	AO4
		Total: 14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6	<p>Level 1 - Basic Basic description of leaflet which describes some of the strengths and/or weaknesses, without really focusing on the idea of marketing. “The leaflet is quite colourful and attractive but does not give a lot of information about the surrounding area”.</p> <p>Level 2 - Clear Begins to consider both strengths/weaknesses or more detailed observations about strengths or weaknesses and links them to idea of marketing. Makes observations in relation to AIDA ideas and offers some clear evaluative ideas. “The leaflet is very colourful with clear photographs. Many of the photos show children and children’s activities which might help to attract families/children – a key target market. The leaflet is quite interesting and grabs the attention although it is a little narrow in its appeal – very little is made of the lake and the surroundings”.</p> <p>Level 3 - Detailed Offers detailed evaluative judgements in relation to the marketing of the Centre and AIDA (Attention/Interest/Desire/Action) ideas. “The leaflet, with large photographs and bright colour grabs the attention and is quite interesting. It might encourage families to visit the area since it is mainly families and children that are the focus. There is a location map which might help people find it – although it is not that clear. There is not much information about the actual facilities – it makes it look as if it is really for small children – which are only one market segment. As such it does not really show the facilities for adults or people interested in the environment or the broader area”.</p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p> <p>AO4</p>
		Total: 12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Must use an example other than Brockhole. If no clear business identified or inappropriate – Max L1. Could see promotional technique as advertising or pricing strategies.</p> <p>Level 1 - Basic Tentative links to a business – generalised description of promotional activities with no real explanation. “Butlins uses television adverts and newspapers and the internet so people can see what they offer”.</p> <p>Level 2 - Clear Uses an example and describes techniques. Must have at least <u>two</u> techniques which are clearly described and some reasoned observations, not always fully developed or a range of promotional techniques with tentative reasoning/ range of clearly defined pricing strategies.</p> <p>“Butlins use television adverts and also newspaper adverts. This means that they can reach lots of people at key times of the year and focus their advertising in order to get maximum return. They can select particular newspapers that they feel are read by their target market”.</p> <p>Level 3 - Detailed Uses an example and offers description of a range of techniques (over 2) and offers clear explanation which identifies specific reasons for the promotional activities linked to user groups/pricing strategies specifically linked to target groups.</p> <p>“Butlins uses a range of techniques, including television ads, newspapers, direct marketing and the internet. Direct marketing to previous customers enables them to focus on people who have used Butlins so are clearly in their target market group. Television adverts are expensive but have a high impact, especially at particular times of the year. Butlins is aware of its user group so it can use newspapers, magazines that it knows are read by its target audience – also it might set up ‘special offers’ with the newspaper. The internet makes it easy to see what Butlins is like and book a holiday – it is also relatively cheap to run”.</p>	<p>1–3</p> <p>4–6</p> <p>7–9</p>	<p>AO1</p> <p>AO2</p> <p>AO3</p>
		Total: 9	