



## **General Certificate of Education**

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

**TT05          Marketing in Travel and Tourism**

## **Mark Scheme**

*2008 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.

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](http://www.aqa.org.uk)

Copyright © 2008 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## **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><b>Level 1</b> General appreciation of trends with tentative links to marketing/difficulty of marketing. “More people are going abroad for their main UK holiday so there is a need to market different types of UK holidays”. Identifies basic trends with no links to marketing – <b>Max 1 mark</b></p> <p><b>Level 2</b> Identifies trends and makes clear reference to the marketing of UK holidays, with some exemplification. “more people are going abroad for both their main holiday and short breaks. Companies have to respond to this by marketing a wider range of UK holidays including short-break holidays like ‘city breaks or weekend breaks’.</p>	<p><b>1 – 2</b></p> <p><b>3 – 4</b></p>	<p><b>AO2</b> <b>AO4</b></p>
1(b)	<p><b>Level 1</b> Lists the product features of a Butlins resort with no real consideration of ‘main’ features. Might include reference to entertainment, food, accommodation etc.</p> <p><b>Level 2</b> Wide range of features considered with some reasoning of the idea of importance, in relation to marketing (products linked to ‘family-orientated’ holidays). “The most important product features are entertainment and food because Butlins are trying to appeal to families. The resorts have accommodation, food, entertainment and leisure activities which mean they are ideal for families and parents don’t have to worry about their children”.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p><b>1(c)</b></p>	<p>Response can consider facility change or marketing technique changes.</p> <p><b>Level 1</b> Identifies a limited number of basic changes (one/two) from the resource with limited links to business survival. “Butlins is now more upmarket with new hotels and indoor leisure facilities. This is because people expect more these days”</p> <p><b>Level 2</b> Identifies a range of changes which reflect changing customer expectations and begins to make points about growing competition from foreign holidays and that responding to customer needs is important to the on-going success of the business or clear appreciation of marketing strategy changes. “Butlins has constantly changed over the years, from large scale open camps with all in food packages to more up market accommodation and an opportunity for self catering. The most recent changes include indoor leisure facilities and hotels. It is important that Butlins keeps up with the times and gives customers what they want otherwise they will lose customers and therefore business”.</p> <p><b>Level 3</b> Detailed use of resource to identify a range of changes which should include food, entertainment/leisure and accommodation. Makes clear points about growing competition from foreign holidays and that responding to customer needs is the only way to ensure sustainability in a competitive market or detailed appreciation of marketing strategy changes. “Butlins has constantly updated its facilities, with modern indoor leisure facilities and high quality accommodation. The holiday industry is very competitive with people increasingly going abroad and demanding a wider range of facilities. If Butlins does not respond to this it will begin to lose its existing customer base and find it increasingly difficult to attract new customers – making it hard for the business to survive”.</p>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p> <p><b>8 – 10</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>
		<p><b>Total: 20</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>No market segment named (0 marks)</p> <p><b>Level 1</b> Identifies one key segment and offers brief description of its characteristics. “Children are a key market segment; Butlins offers facilities for children of different age groups”.</p> <p><b>Level 2</b> Identifies one key market segment and describes in some depth how Butlins responds to its needs. “Children are a key market segment so Butlins offers facilities to different children’s age groups, therefore appealing to the whole range from young children to teenagers. It has basic crafts and supervised sports for 5-8 year olds, drama and team games for older children.”</p>	<p>1 – 2</p> <p>3 – 4</p>	<p>AO1 AO2</p>
2(b)	<p>For each of <i>Place</i> and <i>Price</i></p> <p><b>Level 1</b> Tentative description of what is meant by <i>Place</i> and <i>Price</i> in marketing terms and basic observations about why they are important. Largely generic points. <i>Place</i> – being near the coast attracts people/near main roads/lots of space for parking. <i>Price</i> – cheaper prices attract more people.</p> <p><b>Level 2</b> Clear appreciation of what is meant by <i>Place</i> and <i>Price</i> in marketing terms and why they are important to Butlins. Detailed use of resource. <i>Place</i> – Importance of coastal location and attraction of surrounding area/accessibility/enough space for facilities, car park etc. <i>Price</i> – Range of prices/different price offers etc to attract people at different times.</p>	<p>1 – 3 x2</p> <p>4 – 6 x2</p>	<p>AO1 AO2 AO4</p>
		<b>Total: 16</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>No clear objective 0 marks</p> <p>Any two <i>appropriate</i> marketing objectives which could include:</p> <ul style="list-style-type: none"> <li>• total revenue</li> <li>• number of visitors</li> <li>• average visitor spend</li> <li>• occupancy rates across the year</li> <li>• increase awareness of product</li> <li>• attract new customers</li> <li>• improve the image of the organisation</li> <li>• improve target marketing</li> </ul> <p>1 mark for the objective + 1 mark for justification, development or reasoning.                      “The number of visitors is a useful objective (1) because it might tell how successful advertising has been. (1)</p>	2 x 2	AO1 AO2
3(b)	<p><b>Level 1</b>                      Basic understanding of ‘marketing objective’ with tentative ideas about why it is important that it is measurable in relation to achieving goals.                      “A marketing objective like ‘number of visitors’ is measurable and the company then knows how well it is doing”.</p> <p><b>Level 2</b>                      Clear understanding about the idea of measurable objectives and why they are important to the success of the business and future planning.                      “If a company has measurable objectives it can tell if the advertising policy is working and if it is using resources effectively”.</p>	1 – 2  3 – 4	AO1 AO2 AO4
3(c)	<p><b>Level 1</b>                      Tentative understanding about evaluation with basic reasoning and limited development.                      “Organisations want to see how well things are working because marketing costs a lot of money and tourism is very competitive”.</p> <p><b>Level 2</b>                      Clear appreciation of evaluation with reasons why evaluation is important in terms of the success of the business and resource allocation in a changing business.                      “Organisations have to make decisions about how they spend their marketing budget so they need to know how well it is working. If they have a choice between television adverts or newspaper adverts they used to know what will get the best results”.</p>	1 – 3  4 – 6	AO1 AO2
		<b>Total: 14</b>	



Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (a)	<p>Any two reasonable points, which <u>must</u> suggest advantages to what is primary data.</p> <p>1 mark for basic idea. 1 mark for development / exemplification.</p> <p>“Useful to get peoples views (1) so that the company can respond to them (1). You can get lots of information (1) very quickly (1) and it does not cost much(1).</p>	2 x 2	AO1 AO3
4 (b)	<p>Any reasonable and clearly relevant question = 1 mark (Must be specific and well structured and focused questions which suit the style of the questionnaire).</p> <p>Any reasonable justification which is clearly linked to the idea of Butlins = 1 mark</p>	2 x 2	AO1 AO4
4 (c)	<p><b>Level 1</b> Basic points about responding to customer views and focusing on strengths/weakness so things can be improved. “Feedback gives information about what people liked or did not like. This means that the company can improve things that are not popular or develop things that are popular”.</p> <p><b>Level 2</b> Clearer observations which are linked to the use of information in relation to the development and long term sustainability of the business. Links feedback to increasing customer satisfaction and maintaining/extending customer base. “Feedback is helpful in identifying what customers like or dislike and also considering future needs and developments. Responding to feedback will help the business to maintain its customer base and attract new customers. It also means that the business can spend its limited resources effectively. This will help the survival of the business”.</p>	<p>1 – 4</p> <p>5 – 8</p>	AO2 AO3 AO4
		<b>Total: 16</b>	



---

<b>Question</b>	<b>Expected Answers</b>	<b>Mark Allocation</b>	<b>Assessment Evidence Criteria</b>
<b>6</b>	<b>Level 1</b> Limited reference to a travel and tourism organisation and offers largely descriptive observations about the range of promotional activities used. Only tentative attempts to 'evaluate' (helps to attract people etc.)  <b>Level 2</b> Clearly named organisation and broad description of promotional activities with clear evaluative observations in terms of <i>their</i> importance and/or success.	<b>1 – 4</b>  <b>5 – 8</b>	<b>AO4</b>
		<b>Total: 8</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p><b>2 x 4</b> for each of Economic and Technological</p> <p><b>Level 1</b> Some understanding of the terminology with limited appreciation of how the factor might affect the business environment. “Economic factors are to do with money. If people don’t have enough money, less may go on holiday to Butlins. Technological factors can affect the business in many ways. New technology can be introduced to improve entertainment.”</p> <p><b>Level 2</b> Clear understanding of the terminology with well expressed reason(s) how the factor might affect the business environment. “Economic factors such as income affect people’s holiday choices. If incomes rise people might decide to go abroad rather than to Butlins. They might also be able to take extra holidays which could be at Butlins. There are many ways that changes in income could affect the demand for holidays at Butlins. “Technology can affect the business in lots of ways, both in a positive and negative way. New technology like interactive television, computer access could be put in guest rooms. This might encourage new business.”</p>	<p><b>1 – 2</b></p> <p><b>3 – 4</b></p>	<p><b>AO1</b> <b>AO2</b> <b>AO3</b></p>
		<b>Total: 8</b>	