



General Certificate of Education

Travel and Tourism

8651/8653/8656/8659

TT05 Marketing in Travel and Tourism

Mark Scheme

2009 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

Copyright © 2009 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>Level 1 - Basic Reads off some fares Limited or basic explanation.</p> <p>Level 2 - Clear Patterns identified and deeper explanation.</p> <p><i>Possible answer</i> Patterns - children pay approx 50 per cent and OAPs approx 80 % of adult fares - family groups get a 33% discount with 4 children but only 11 per cent if they have two children - the further you travel, the cheaper it is, dropping from £1.26 a mile to £0.71 per mile for the whole 16-mile route - the full fare ticket also gives you unlimited travel, can leave and join the train <i>Candidate may also use side 7 of PRM</i> - Wild Tracks : to get into the Safari Park as well, is only £10 per person if in a party of 15 or more - £11.50 compares well with many other tourist attractions – competitors.</p> <p>Reasons - to cover costs - to meet customer expectations (i.e. what is acceptable. In the survey the customer survey says Value for Money is 2 (very good)..... - what other steam railways and competing local visitor attractions charge - the SVR's objectives (to attract more passengers) - as part of a joint promotion with Wild Tracks. Reduced income per head but more passengers.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2 AO3</p>
1(b)(i)	Kidderminster to Bewdley	1	AO3
1(b)(ii)	£4.60	1	AO3
	Total of question 1	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Level 1 - Basic Reads off numbers rather than make patterns Basic and partial explanation.</p> <p>Level 2 - Clear Identifies more patterns/ trends Gives detail and fuller explanation.</p> <p><i>Possible answer</i> - the peak month is December when 43 000 passengers because the SVR has been so successful in promoting its Santa specials to families with small children as a Christmas activity - low in winter (below 10 000), high in summer (over 25 000) longer daylight hours, warmer weather, scenery looks better in the summer than winter - the busiest month August because children off school and traditional summer holiday time - a peak in October half-term and to some extent at Easter coincides with school holidays.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2</p>
2(b)(i)	<p>Point mark Can get both marks from A; but only 1 mark if speculative reasons from B.</p> <p><i>Possible answer</i> A</p> <ul style="list-style-type: none"> • The SVR had been running for 20 years and people felt they had already seen it • The SVR focussed on the line and steam locomotives so it did not interest the wider public • As customer tastes changed the railway failed to meet their wants • Needed to renew the product - offer something different for repeat or new customers <p>B</p> <ul style="list-style-type: none"> • The economy slumped and people cut back on days out • New local attractions started up and took visitors away • Prices too high. • Inadequate or ineffective promotion • any other plausible reason 	<p>2</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)(ii)	<p>Level 1 - Basic Mentions SVR but not able to make convincing relationship between SVR and life cycle. Gives pattern of SVR's growth.</p> <p>Level 2 - Clear Refers to basic stage headings and explains the life cycle Relates logically to the SVR including relaunch.</p> <p>Level 3 - Detailed Clear explanation of the product life cycle Better understanding relating to SVR and its marketing objectives Identifies and explains the relaunch and 2nd product life cycle.</p> <p><i>Possible answer</i> Four stages : <i>Introduction</i> - At launch, the SVR was a new idea (or a copy of a successful idea) Create awareness <i>Growth</i> - Promotion and word of mouth began to work. Visitor numbers rose rapidly. Strengthen brand <i>Maturity</i> - The marketing mix functioning well and visitor numbers high. Encourage repeat business. make minor adjustments but difficult to get into new markets <i>Decline</i> - Visitor numbers fall for reasons as in question (a) above <i>Relaunch</i> - In mid-90s relaunch as a new product - product diversification into Christmas events, corporate market, footplate training, educational visits, etc.- and begin a new life cycle.</p>	<p>1 - 3</p> <p>4 - 6</p> <p>7 - 8</p>	<p>AO1 AO2</p>
	Total of question 2	16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Point mark</p> <p><i>Possible answer</i> Identifies places where people have seen it and picked it up (1) It makes sense to place leaflets in such places in the future (1)</p>	2	AO2
3(b)(i)	<p>Point mark</p> <p>1 for naming an appropriate secondary source</p>	1	AO1
3(b)(ii)	<p>Point mark</p> <p>(A) 1 or 2 for showing what information could be obtained from the source. (B) 1 or 2 for showing how the trend or other discovery will then be used.</p> <p><i>Possible answer</i> Secondary research sources (research into data that has already been gathered before) include</p> <p>Internal sources eg analyse their own data and draw conclusions from it. Newspapers eg find out what other steam trains or other visitor attractions are doing and keep up with them Trade journals and periodicals eg Tourism Intelligence Quarterly Government publications eg National Statistics to identify trends about domestic and inbound tourism Market research organisations eg Keynote or Mintel Reports tell you trends in which the market is moving The internet National organisations eg ABTA, IATA,</p> <p>Candidates should also go on to show how the trend or other discovery will then be used.</p>	3	AO1
	Total of question 3	6	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>4 (a)</p>	<p>Identify four ways in which the Severn Valley Railway has diversified its range of products and services?</p> <p>Point mark 1 mark per diversification idea</p> <p><i>Possible answer</i> Locomotive driving courses Corporate events Dining on the train Santa Herald and Christmas events Other special events (eg heavy horses) Education service Linked with other attractions [eg education Wildlife Day to the Severn Valley Country Park Whole days out with safari park Coach tours calling there after going to Cadbury World]</p>	<p>4</p>	<p>AO1</p>
<p>4 (b)</p>	<p>Level 1 - Basic Simple ideas of being different from the ‘line and loco’ product. Basic reasons given without detail.</p> <p>Level 2 - Clear Understanding of meeting a customer need or want. Range of reasons explained in greater depth.</p> <p><i>Possible answer</i></p> <ul style="list-style-type: none"> ● to make fuller use of its physical and human resources/ to fill the train when it would be empty ● marketing objective to put bums on empty seats ● to get repeat visitors to come back and see something different ● to appeal to a wider cross section of visitors - all market segments - children, school pupils, men and women, etc ● to tie in with other opportunities like Wild Tracks ● new products to complement existing ones ● products at a different quality level to existing ones <p>Could answer in terms of Ansoff’s matrix of options for growth, where Product development is really for the existing customers and product diversification is for new customers - either related (Santa Herald) or unrelated (catering). Products may be: improvements; complements /extensions, as well as innovations. Changing the product mix is a risky strategy as the growth prospects for the new product are unknown.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1</p> <p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4 (c)	<p>Level 1 - Basic Describes how people want something to do at Christmas. Quotes December figures on Item 2.</p> <p>Level 2 - Clear Relates to segment of families and young children. Considers wider factors, perhaps speculatively. Uses evidence to show if it has been a success.</p> <p><i>Possible answer</i> The evidence of December figures on Item 1 show the popularity. Effective marketers – innovations since the 1990s have been successful. Achievable – the rolling stock and infrastructure is underused in winter. Can always take on extra Christmas staff. Can tie into other services like station café, pub and on-train catering. Opportunities for further selling, eg Christmas gifts or meet Father Christmas Link from Kidderminster to the national rail network widens catchment.</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO2 AO3</p>
	Total of question 4	16	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Point mark</p> <p>1 mark for what is done, 1 mark for how it counters threat. eg Interest in the age of steam may fade so need to diversify the product (1) by having events like an antiques or craft fair merely using the station facilities. 2 for development when outlining.</p> <p><i>Possible answer</i> Candidate may choose from any threats on page 6.</p>	4	AO2
5(b)	<p>Level 1 - Basic List, or simple weaknesses (or strengths) for the other organisation</p> <p>Level 2 - Clear Makes a contrast by referring to both organisations Clear understanding shown of other organisation's weaknesses</p> <p>Level 3 - Detailed Makes a contrast by referring to both organisations and comes to some conclusion. Detail and demonstrates thorough understanding of both organisations.</p> <p><i>Possible answer</i> Blackpool Pleasure Beach is not seen as similar to other theme parks as it has very distinctive record-breaking roller coasters. It also has a high safety record so does not get 'tarred with the same brush'. There are high installation costs for rides at the Pleasure Beach but the <i>maintenance costs</i> are not high even though the rides must be rigorously tested every day. The Pleasure Beach has the great advantage, unlike the SVR, of being in a major tourist region. It does not use volunteers but only paid staff so they can be expected to meet all the demands of paid employment. Like the SVR the Pleasure Beach is not popular in bad weather - in fact it is affected more since the rides are almost deserted during rain, and there are no particularly attractive alternative activities on the Pleasure Beach site.</p> <p>No credit for strengths if weaknesses chosen, and vice versa.</p>	<p style="text-align: center;">1 – 3</p> <p style="text-align: center;">4 – 7</p> <p style="text-align: center;">8 – 10</p>	AO3 AO4
	Total of question 5	14	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Point mark Limited range, some places inappropriate (1)</p> <p>Wider range of appropriate places (1), explains (1) clearly linked to where target market will pick it up (1).</p> <p><i>Possible answer</i> Explanations may include The A4-sized folded leaflet goes into racks or is left in piles for the public to pick up in other tourist attractions, TICs, accommodation providers and at events like county shows where the market segment will see it. It could also be left in supermarkets, train stations, theatres and other locations in the region which will shift large volumes of leaflets, though not so well directed at the target market. <i>Not door to door; but the leaflet could be transformed into a webpage on the internet</i></p>	4	AO1 AO2
6(b)	<p>Level 1 - Basic Does not refer to the 'joint' concept but refers to advantages of marketing. List, or simple advantages for one or other organisation</p> <p>Level 2 - Clear Detail on mutual advantages Clear understanding shown of joint concept Some evaluation of how advantageous it is or whether there are drawbacks.</p> <p><i>Possible answer</i> Each attraction's name appears on the other's promotional material so doubling the exposure The marketing budget goes twice as far Complimentary events (such as arrive on the railway at the safari park) make up a whole day out Joint tickets can be discounted and increase sales Can share each others' database list of potential customers etc.</p>	1 – 4 5 – 8	AO1 AO2 AO4
	Total of question 6	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7	<p>Level 1 - Basic Limited understanding of how a press release works Reference to gaining attention; "local, short, easy to read, well written, gets people talking", etc. rather than marketing idea</p> <p>Level 2 - Clear Clear understanding of the advantages to the SVR: eg free, conveys information like when line open, grabs attention, widespread publicity, possibilities for follow up. Evaluative – considers how successful this is likely to be.</p> <p><i>Possible answer</i></p> <ul style="list-style-type: none"> ▪ There is no cost to SVR ▪ Interesting article likely to be published and put SVR in the news ▪ Unusual : grabs readers attention (may refer to AIDA) ▪ Press release can be distributed to all media including TV and radio ▪ Retains interest because there will be a follow up when she's found and when she opens bridge ▪ Tells readers details about present service and informs that he line will be fully open on 12 April ▪ Allows them to have an event (bridge opening ceremony) which attracts more interest from public ▪ The woman and the Bridge can be photographed giving more exposure. 	<p>1 – 4</p> <p>5 – 8</p>	<p>AO4</p>
	Total of question 7	8	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Level 1 - Basic Limited knowledge of other organisation Refers to promotional techniques without detail</p> <p>Level 2 - Clear Comparison skills Considers either similarities or differences Relates comparison to the natures of the two organisations</p> <p>Level 3 - Detailed Strong knowledge of promotion at other organisation Proficient comparison maintained</p> <p><i>Possible answer</i> An airline <i>sponsors</i> national events like the Commonwealth Games, whereas the SVR can only afford to sponsor small-scale local events like the Bewdley Festival or Bridgenorth In Bloom; both help bring the railway's name to the public attention in a positive way. The SVR arranges for the Variety Club of Great Britain to take disadvantaged children for a steam train ride, while airline provided complimentary and discounted travel tickets . <i>Press releases</i> like "The Search for Vicky Bridge" are a means of free publicity for both railway and airline companies. Airline produces several press releases every day. Similarly, not only get an interesting story into the press but also inform about a future event that will generate more income.</p> <p>Candidates can also compare <i>Advertising: Direct marketing: Sales promotions:</i> as well as promotional activities that the SVR does not do, in order to show how different.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO3 AO4</p>
	Total of question 8	10	