



General Certificate of Education

Travel and Tourism

8651/8653/8656/8657/8659

TT05 Marketing in Travel and Tourism

Mark Scheme

2009 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.
- 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>Point mark</p> <p>(i) Toilets / space for luggage (1) Allow cramped leg-room</p> <p>(ii) Example or statement about a plausible source of bias e.g. not asking a representative sample of passengers. (1)</p>	<p>1 + 1 =2</p>	<p>AO3</p>
1(b)	<p>Point Mark</p> <p>Identification of a <i>key</i> survey result (1) Statement of its significance linked to Virgin Trains (1) Development to explain the significance (1)</p> <p><i>Possible answer</i></p> <p>Customer satisfaction with trains leaving and arriving on time (Reliability/Punctuality has remained high at 88 per cent (1) One of Virgin's objectives is to add to the number of passengers (1) so it is important to maintain performance as arriving on time is an essential part of the journey (1)</p> <p>Sufficient space for passengers has fallen to 70 per cent and the most recent results are the second worst recorded (1). Railway People said that Virgin's new trains were designed to work with higher frequency than they do (1) and consequently the passengers are overcrowded (1)</p>	<p>3 x 2</p>	<p>AO3</p>
	<p><i>(continued)</i></p>		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p>Point mark</p> <p>Appropriate market research method (1)</p> <p><i>Possible methods</i> Observation, experiment (test marketing), face to face or telephone interview, focus group. or Secondary research sources (e.g. newspapers, trade journals and periodicals, market research organisations, Virgin's own statistics) etc.</p> <p>2 correct points in simple description of method (2)</p> <p><i>Possible answer</i> e.g. Observation is recording customers' behavior and reactions (1) on video (1) and analysing them later (1).</p>	3	AO3
	<i>(continued)</i>		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(d)	<p>Level 1 - Basic List or brief advantages of each method. Few advantages. Basic comparison skills only e.g. only connectives.</p> <p>Level 2 - Clear Clear comparison Strong appreciation of the relative merits makes conclusion.</p> <p><i>Possible answer</i> The merits of using Virgin Trains' own sales figures or customer database are that they are already compiled. Information about its rail passengers can be immediately analysed from them, whereas a questionnaire takes time to collect and analyse, so there is a time delay before available. Sales figures are freely available whereas questionnaires are expensive to collect. Virgin would pay a market research company as it does not have the resources to carry out the research itself. So whenever possible, Virgin would use its own internal information.</p> <p><i>Note</i> Drawbacks of the chosen method are not relevant.</p>	<p>1 - 4</p> <p>5 - 6</p>	<p>AO4</p>
	Total of question 1	17	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Point mark £88 or 'saver return'</p>	1	AO3
2(b)	<p>Level 1 - Basic Simple list of factors Limited knowledge of factors</p> <p>Level 2 - Clear Range of factors (conditions, costs, competitors, customers, objectives), with some outline to show knowledge.</p> <p><i>Possible answer</i> Range of factors include covering costs; customer expectations; what the competition (air, car, coach, other TOCs) charge; Virgin's objectives (e.g. to match the competitors, to maximise income, achieve a sales figure); conditions i.e. restrictions attached.</p> <p>Candidates might refer to <i>Penetration Pricing</i> - to capture market share with a low price (may offer tickets at a loss for a short time to gain market share) - <i>Skimming</i> is offering a special niche product and charging a higher price</p> <p>Price is associated with '<i>Conditions</i>' which would take into account length of journey, how long in advance ticket is bought, whether a rail card is allowed to gain discount, first or standard class, period of validity of ticket, if travelling in peak times, single or return</p>	<p>1 - 4</p> <p>5 - 8</p>	<p>AO1</p> <p>AO2</p>
	Total of question 2	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>3(a)</p>	<p>Point mark</p> <p>1 mark per valid point up to 3</p> <p><i>Possible answers</i></p> <p>(i) Press release (3)</p> <p>Interesting information about Virgin Trains is sent in to a news organisation (newspaper, radio station) to help fill their news pages. Gives Virgin Trains positive publicity at no cost. Because it appears in a news article rather than an advert, it is more readily believed.</p> <p>(ii) 'viral marketing' (3)</p> <p>Creates interest in a product by word of mouth or email so the public spread the message of Virgin Trains' marketing. Because it is in touch with current attitudes, people tell most of their friends (spread the virus) about an amusing advert found on an internet video or make a recommendation of a trendy new product, and the number aware of the advertising snowballs.</p>	<p>3 + 3 =6</p>	<p>AO2</p>
<p>3(b)</p>	<p>Point mark</p> <p>1 mark for any of the AIDA below – the answer must show the effect upon the customer.</p> <p>e.g.</p> <p>Grabs attention – headline and image are striking.</p> <p>Creates interest – suggests ‘treat yourself’ and ‘while you are there’.</p> <p>Creates desire – range of products with prices listed, fair-trade.</p> <p>Enables action – tells you how to find the shop in coach c.</p>	<p>2</p>	<p>AO1</p>
	<p>Total of question 3</p>	<p>8</p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p>Level 1 - Basic Describes few improvements, not necessarily the key changes, or in a general way (e.g. more comfortable /faster)</p> <p>Level 2 - Clear Describes better or more of the key improvements made to the quality of customer experience, limited to understanding of how improvements should appeal to passengers</p> <p>Level 3 - Detailed Thorough understanding and orderly explanation Gives more detail on how improvements were made (perhaps all three below) to show how customers get better experience.</p> <p><i>Possible answer</i> Virgin have to increase passenger numbers and believe the customer was poorly served. So innovative features in order to</p> <p>1. <i>Turn travelling time into useful time</i> e.g. shop, onboard video and audio, reading lamp, power point for charging mobile phones and lap tops, magazine Business customers are reminded just how good the quality of First Class travel is - "valuable thinking time"</p> <p>2 <i>Make the activity of travelling</i> pleasurable e.g. quiet zone, tilting train to make a smoother journey, window blinds, air conditioning, electronic seat reservations May refer to criticism of reduced leg-room overcrowding and cramped passenger conditions</p> <p>3. <i>Make getting to the destination more reliable and faster</i> so tilting trains are faster and journey times reduced</p>	<p>1 - 3</p> <p>4 - 6</p> <p>7 - 9</p>	<p>AO1 AO2 AO3</p>
	Total of question 4	9	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(a)	<p>Points mark</p> <p>1 mark for the adv and 1 for the disadv +1 for development / clarification in each case</p> <p><i>Possible answers</i></p> <p><i>Advantages to a customer</i></p> <ul style="list-style-type: none"> - Book ticket from home on the website or by phone if you don't like internet. - Seat availability is up to date - Simple procedure to follow for both phone and internet - Can specify details for that seat and reserve a seat - No need to queue at a ticket office and miss your train - Reduces costs and should keep ticket price rises down - Tickets can be delivered swiftly by first-class post or from Fast Ticket at station before catching train <p><i>Disadvantages to the customers</i></p> <ul style="list-style-type: none"> - Cannot easily get expert help from staff - Time spent on phone waiting during explanations/options <p>Etc</p> <p>Unjustified statements like “it’s quick and easy” not credited</p>	2 + 2	AO1 AO2
	<i>(continued)</i>		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5(b)	<p>Level 1 - Basic Insignificant or incomplete argument eg. <i>Can be booked any time, saves queuing</i> Unfounded conclusion or none.</p> <p>Level 2 - Clear Opinion based on findings or relevant knowledge Construct an argument that the methods are of more advantage to customers or organisation Weighs up benefits to both sides</p> <p><i>Possible answers</i> - Advantages to a customer (or organisation) considerable - Impersonal No human communication at first. Operator only comes in if problems or when main part of journey is decided - Saves paying lots of staff for <i>thetrainline</i></p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO4</p>
	Total of question 5	10	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>Points mark</p> <p>1 for naming a relevant T & T organisation 1 for a consistent basis for segmentation 1 for plausible segments where needs of customers differ 1 for further detail about the segments</p> <p><i>Possible answer</i></p> <p>e.g. Could be on a lifestyle or demographic or income/class or purchase behavior basis e.g. on the basis of stage in the life cycle - families; 18-30's singles; 50's and 60s empty nest</p>	4	AO1
	(continued)		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(b)	<p>Level 1 - Basic Simple descriptions of basic links between customers and the 4 Ps. Misunderstood or minor advantages e.g. aim to attract wide range of market segments.</p> <p>Level 2 - Clear Clear range of relevant advantages Towards top of level includes some balance in the assessment, perhaps with reference to disadvantages and conclusion</p> <p><i>Possible answer</i> Segmentation groups customers according to characteristics, needs and expectations Find out why were they travelling, what journeys and how were they booking, etc Cannot satisfy the wants of ALL customers. Once homogenous groups of customers are identified, organisation will decide which segments can be addressed, how to reach them, and what to say to them Should be advantageous because spends its marketing budget only on worthwhile market segments using appropriate communication methods.</p> <p><i>Weighed against</i> the lack of certainty, the time and money spent finding out, difficulties of deciding which are target markets, difficulty of focusing marketing methods on them.</p> <p><i>Conclusion</i> e.g. there is a lot to be said for segmentation but you might get it wrong and might spend more than it's worth.</p>	<p>1 - 4</p> <p>5 - 8</p>	AO4
	Total of question 6	12	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p>Level 1 - Basic Simple descriptions of what Virgin has done in the promotional activity and how it would help to increase revenue.</p> <p>Level 2 - Clear Clear evaluation of whether this promotion would help Virgin weighing up cost of promotion, likely loss of revenue, whether enough people would take advantage, etc Towards top of level includes some balance in the evaluation</p> <p><i>Possible answer</i> First Class comes as Standard Likely loss of revenue as First Class passengers pay standard fare Only applies to those few with a Manchester-London boarding pass Transvision screens, national press and radio expensive media to advertise but e-mails and website cheap Will those who try the promotion stay with Virgin Trains? Summer campaign - are business people going to notice or be on holiday</p>	<p>1 - 4</p> <p>5 - 6</p>	<p>AO4</p>
	(continued)		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(b)	<p>Describe one way in which Virgin Trains could measure whether the promotional campaign “First Class comes as Standard” is a success.</p> <p>Point Mark 1 mark for method of assessing success How this will be measured (1) +1 for development Shows how this will indicate whether there has been success (1) + 1 for development</p> <p>Possible answer “It would be possible to work out the take-up as a result of an advertising campaign (1) by measuring the number of enquiries made (1) or better those that were followed up into new tickets sales (+1 for dev) “The profitability of these sales is found by subtracting the cost of the campaign from the revenue raised in response to the marketing (1)”.</p>	4	AO2
	<i>(continued)</i>		

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7 (c)	<p>Level 1 - Basic Describes some features of a campaign for a T & T organisation. Limited or partly correct understanding of campaign. General on nature and purpose</p> <p>Level 2 - Clear Clear knowledge of a specific campaign Clear explanation of this promotion 's purpose and nature</p> <p>Level 3 - Detailed Thorough understanding of a specific campaign Gives more detail * on campaign Shows how campaign should attract more sales</p> <p><i>Possible answers</i> * e.g. length of campaign, who aimed at, different promotional activities</p>	<p>1 - 3</p> <p>4 - 6</p> <p>7 - 9</p>	<p>AO1 AO2</p>
	Total of question 7	19	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8	<p>Level 1 - Basic Simple or costly responses to the assertions that train have high prices compared with those of coach, car, plane e.g. to offer lower fares.</p> <p>Level 2 - Clear Wider ranging argument with ideas of how Virgin Trains has advantages e.g. activities conducted while travelling.</p> <p><i>Possible answer</i> Disadvantages of other modes e.g. The coach is uncomfortable and has few features ; The car requires you to drive; the plane does not take you city centre to centre Train avoids traffic jams and long extra time of air travel Virgin Trains has advantages other than price: it has acted to improve it speed - the Pendolino is a tilting train therefore faster Activities conducted while travelling Punctuality is vital for business travellers. The PPM shows that Virgin has improved its PPM from 66 to 91 beating the national average Environmental benefit of using trains</p>	<p>1 - 3</p> <p>4 - 6</p>	<p>AO3</p>
	Total of question 8	6	