



**General Certificate of Education (A-level) Applied  
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**Travel and Tourism**

**TT05**

**(Specification  
8651/8653/8656/8657/8659)**

**Unit 5: Marketing in Travel and Tourism**

***Mark Scheme***

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## General Guidance for Assistant Examiners of AS Level Travel and Tourism

### Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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.

<b>Question</b>	<b>Expected Answers</b>	<b>Mark Allocation</b>	<b>Assessment Evidence Criteria</b>
<b>1(a)(i)</b>	Society of the Golden Keys.	<b>1</b>	<b>AO3</b>
<b>1(a)(ii)</b>	Hotel concierges recommend the Big Bus Company and can obtain a ticket for the visitor.	<b>1</b>	<b>AO2</b>
<b>1(b)(i)</b>	Visit London.	<b>1</b>	<b>AO3</b>
<b>1(b)(ii)</b>	It promotes London abroad (eg distributes brochures through agencies overseas and suggests what the visitor can do here such as sightseeing).	<b>1</b>	<b>AO2</b>
	<b>Total of question 1</b>	<b>4</b>	

<p><b>2(a)</b></p>	<p><b>1 mark</b> per valid characteristic and <b>1 mark</b> for showing why it is important or what can be done with the information.</p> <p><i>Typical answers</i> Taken from page 5</p> <ul style="list-style-type: none"> <li>• Middle aged with high income - as London is so expensive.</li> <li>• Or single or young backpacking etc, doing Europe before family responsibilities.</li> <li>• Both groups have great interest in culture, heritage, history, etc.</li> <li>• A growing market.</li> </ul> <p>Or taken from general understanding of London tourism:</p> <ul style="list-style-type: none"> <li>• Want to see London and its landmarks more than rest of UK</li> <li>• Short of time to see everything there is to see</li> <li>• Focused on the best-known attractions eg Baker Street / royalty.</li> <li>• Prepared to pay for a good package, rather than see London as cheaply as possible</li> <li>• Has no personal transport</li> <li>• May be business visitor with spare afternoon or evening.</li> </ul>	<p><b>3 x 2</b></p>	<p><b>AO2</b> <b>AO3</b></p>
<p><b>2(b)</b></p>	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Describes what the company provides with little or no reference to the expectations of the visitor.</p> <p><b>Level 2 – Clear</b> Relates clearly a range of what the Company provides to meet specific visitor requirements. E.g. foreign language commentary. Shows enhancement.</p> <p><i>Typical answer</i> Audible : PA system for live guided tour commentary Commentary in a choice of 8 languages Expert guide to talk about the capital city's history and culture Tickets valid for 24 hours allowing passengers to join or leave the tour at any point... allows them to stop and see a visitor attraction Three alternative routes to meet tourists' particular needs Whatever the weather: open top bus and sheltered lower deck Plenty of places where the ticket may be purchased or bus boarded Free Bonus Card giving discounts in a range of shops and restaurants. Large windows, affording better views of London's landmarks. They point out special photo ops At Baker Street stop in front of a half-dozen souvenir stores Able to ask the guide all of the questions that you would like Wheelchair accessible.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	<p><b>AO1</b> <b>AO2</b></p>
<p style="text-align: right;"><b>Total of question 2</b></p>		<p><b>14</b></p>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p><b>Point mark – 1 mark per valid point or +1 for development</b></p> <p><i>Typical answer</i> The comment card would be useful because customers can say what they like and don't like, what they want and the Company can adjust its product, or try to placate dissatisfied customers The Big Bus can also find out how customers hear about them, which gives indication about the effectiveness of their brochures, posters or adverts.</p>	6	AO1 AO2
3(b)	<p><b>1 mark for a valid method. No marks for 'survey'.</b></p> <p><i>Typical answers</i> Focus group, individual face-to-face, questionnaire, interview customers, mystery shopper, observe etc</p>	1	AO1
3(c)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> List or brief / basic merits of one market research method. Some disadvantages.</p> <p><b>Level 2 – Clear</b> Some merits of both methods well described. Valid comparative points with the customer comment card e.g. easier/cheaper. At top of level strong appreciation of the relative merits leads to a conclusion</p> <p><i>Typical answer</i> The merits of using the Big Bus Company's own sales figures or customer database are that they are already compiled. Information about its bus passengers can be taken from them for immediate analysis whereas a customer card takes time to collect and analyse so there is a time delay before conclusions may be drawn etc</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO4
<b>Total of question 3</b>		<b>13</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4	<p><b>Levels mark</b> Answers should focus on press release</p> <p><b>Level 1 – Basic</b> Limited understanding of how a press release works. Perhaps reference to gaining attention; “gets people talking”, etc. rather than marketing idea.</p> <p><b>Level 2 – Clear</b> Clear understanding of press release with the marketing advantages to the Big Bus Company: e.g. free, conveys information like commentary in different languages, grabs attention, widespread publicity, possibilities for follow up.</p> <p><b>Level 3 – Detailed</b> More perceptive points e.g. local, short and to the point, easy to read, well written therefore likely to be published.</p> <p><i>Typical answers</i></p> <ul style="list-style-type: none"> <li>- There is no cost to the Big Bus Company</li> <li>- Interesting article likely to be published and put Company in the news</li> <li>- Striking : grabs readers attention (may refer to AIDA)</li> <li>- Press release can be distributed to all media including TV and radio or online news</li> <li>- Tells readers details about present service and informs about facilities on the bus including commentary</li> <li>- Allows them to have an event (bus launch ceremony) which attracts more interest from public</li> <li>- The buses' first journeys can be photographed giving more exposure</li> </ul>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p> <p><b>7 – 9</b></p>	<p><b>AO1</b> <b>AO4</b></p>
	<b>Total of question 4</b>	<b>9 marks</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
5	<p><b>Point mark</b> 1 mark for factor that promoted growth and 1 for explanation.</p> <p><i>Typical responses</i> Rising numbers of visitors to London (refers to graph). Idea has gone past 'launch' in product life cycle. Now rapid growth. Will allow one from more leisure time or more disposable income.</p> <p>NOT Better facilities by the companies to make tours more appealing.</p>	2 x 2	AO2 AO3
	<b>Total of question 5</b>	<b>4</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
6(a)	<p>The method chosen must come from side 6 Any answer is acceptable so long as they support it with reasons.</p> <p><b>1 mark for each reason offered, up to 2</b></p> <p><i>Typical response</i> The Company would prefer tourists to book on the internet - A fixed date purchase means the Company helps planning by knowing you will have some passengers on a certain bus - Credit or debit card payments mean there is no need to handle cash, give change, etc.</p>	2	AO3
6(b)	<p><b>Levels mark</b> The weaknesses of distributing tickets for methods other than those chosen in question 6a.</p> <p><b>Level 1 – Basic</b> Basic, limited, unrealistic weaknesses. May give the customers' point of view. Mention of weaknesses without much explanation.</p> <p><b>Level 2 – Clear</b> Range of realistic weaknesses covered. Genuine comparison made. Maintains answer to point of view of the company.</p> <p><i>Typical responses</i> e.g. for selling tickets by uniformed Big Bus staff: the staff get approached for all sorts of other information by tourists who do not realise they work only for Big Bus company. The uniformed staff have to be paid wages, so they must sell a lot of tickets before making any profit. Have to be insured, provided with uniform, etc. They are unlikely to sell any of an open top tour in cold and wet weather. They have to approach people to make sales happen e.g. for selling tickets on the internet: many people are uneasy about secure payments on the internet, or they do not like not knowing their tickets are booked for certain. The internet can crash or the server can be too busy so sales are lost. Google enquiries may direct tourists to other open top bus sites etc.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>	AO2 AO3 AO4
<b>Total of question 6</b>		<b>10</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
7(a)	<p>1 mark for strategy and 1 mark for description (x2)</p> <p><i>Typical answer</i>            Makes the alternative routes more distinctive            Strong advertising of the alternative routes            Tie in with visit to a tourist attraction en route            Offer a reduced price on 2 day tickets            Or offer one free person to accompany adults buying a ticket for tomorrow.            Loyalty discount cards.</p>	2 x 2	AO1
7(b)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b>            Limited to reasons why customers would or would not repeat the bus tour.</p> <p><b>Level 2 – Clear</b>            Balanced argument. Some assessment of how easy/difficult or how likely it is that the company will get repeat customers.</p> <p><i>Typical answer</i>            Visitors unlikely to have seen every well-known attraction in one trip so need to return. But will be jaded with sitting on a bus for another day and so will wish to do alternative, etc            Drawbacks of the tour e.g. sitting in traffic jams</p>	<p>1 – 3</p> <p>4 – 6</p>	AO2 AO4
<b>Total of question 7</b>		<b>10 marks</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
8(a)	<p>Why SWOT analyses always separate negative points into 'weaknesses' and 'threats'</p> <p>Makes clear difference by explaining what weaknesses (1) and threats (1) are, or explains by offering a relevant travel and tourism example of each.</p> <p><i>Typical response</i> Weaknesses are internal - organisation can do something about them.</p> <p>Threats are external negative factors and the organisation cannot do anything about them except avoid them or respond with own actions. They will be unforeseen and uncontrollable.</p>	2	AO1
8(b)	<p>1 mark for a further weakness and 1 mark for a further threat. Accept if not taken from the tripadvisor reports, but correct.</p> <p><i>Expected responses</i> <i>Weaknesses =</i> Pricey at £25 a ticket Non-working headphone jacks, can't hear commentary Annoying unexplained stops Bus overcrowded so passengers had to stand <i>Threats =</i> Do not drive in front of Buckingham Palace Tour takes more than 2 hours due to traffic Competitors come up with a more appealing tour</p>	2	AO3
8(c)	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Limited suggestions or strategy not plausible... eg would cost the company more trouble or money than it is worth.</p> <p><b>Level 2 – Clear</b> Convincing strategy well justified. Covers more than one of the four Ps.</p> <p><i>Typical responses</i> Promotional material will emphasise the appeal of hop on – hop off: running commentary: can ask questions: open top for a very pleasant ride: routes chosen according to the sights to be seen. Give discount admission at various attractions or restaurants. Improve the product e.g. an expert live guide to synchronise to pace of travel. And point out disadvantages e.g. that no London bus route deliberately follows the sights. London buses are subject to crowding and rushing to meet a timetable.</p>	<p>1 – 3</p> <p>4 – 6</p>	AO1 AO2 AO4
<b>Total of question 8</b>		<b>10</b>	

Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
9	<p><b>Levels mark</b></p> <p><b>Level 1 – Basic</b> Simple points showing partial understanding about merits of a joint strategy.</p> <p><b>Level 2 – Clear</b> Clear advantages of a joint marketing strategy with some evaluation of its benefits. Examples of the mutual benefit and relationship between partners.</p> <p><i>Typical responses</i> Advantages of a joint marketing strategy. The train operating company uses the Big Bus Company's appeal to get people aboard. Customers use the restaurants Burger King and Pizza Express as well as the Big Bus Company, so mutual advantage of more overall income for both, despite the discount given. The annual pass encourages customers to enter other attractions free and then secondary spend on site, or simply pay more for the Big Bus Company if they don't use it. Both the Big Bus Company and its partner organisations have a limited budget for marketing so this means that each can contribute towards the costs and so do more marketing than they could alone. On the other hand, those interested in a meal or in the Big Bus Company but not the other are not very likely to use the scheme so it appeals to a relatively low number of people. Discount companies like Smartsave are a different matter because the customer has no commitment to another organisation. It simply allows the customer to save money without strings. This costs the Big Bus Company 20 per cent of its income and seems a loss but it earns 80% and draws in customers who might not otherwise come. In fact the full entrance fee is not usually expected.</p> <p>NOT general points like benefiting the local economy.</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO1 AO4</p>
	<b>Total marks for question 9</b>	<b>6</b>	

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
10	<p><b>Levels mark</b> Choosing Big Bus Company or an unsuitable organisation restricts to level 1.</p> <p><b>Level 1 – Basic</b> Lacks factual information on a limited range of promotional methods. If well-linked to organisation, award marks higher in the level.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2 – Clear</b> Clear information about promotional methods, more range described. Some assessment of how successful the methods have been.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p><b>Level 3 – Detailed</b> Detailed on promotional methods. Assessment of how successful methods were.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p> <p><i>Typical responses will depend upon the campaign chosen but should include: The target segment was well chosen and the promotional message reached the intended audience. The communications medium such as telephone contact or advertising in newspapers and magazines or direct mail worked well. Allocation of resources among these approaches (the promotional mix) was successful. The campaign stimulated the target market into taking action. The response of the customers e.g. increased sales among that particular segment of the market, met the objectives of the campaign. The promotional budget was carefully considered and extra revenue exceeded promotional costs.</i></p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 10</p>	<p>AO2 AO3 AO4</p>
<b>Total marks for question 10</b>		<b>10</b>	