

# **Travel & Tourism**

Advanced GCE A2 H589/H789

Advanced Subsidiary GCE AS H189/H389

## **Mark Schemes for the Units**

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**January 2008**

**H189/H589/MS/R/08J**

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**Advanced Subsidiary GCE Travel & Tourism (H189, H389)**

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## G720 Introducing travel & tourism

Q	Expected answer	AO	Spec ref	Mark
1	<p><b>Explain each of the following terms:</b></p> <p><b>VFR</b></p> <p><i>One mark for identification of term:</i> Visiting friends and relatives (1).</p> <p><i>Allow development/exemplification point or accurate example for second mark:</i></p> <p>Staying with grandparents in Wales (1). Any other valid suggestion.</p>	AO1	1.2.4	1+1
(ii)	<p><b>B&amp;B</b></p> <p><i>One mark for identification of term:</i> Bed and breakfast accommodation (1).</p> <p><i>Allow development point/exemplification or accurate example for second mark:</i></p> <p>Small establishment providing limited meals (1). Any other valid suggestion.</p>	AO1	1.2.1	1+1
(b)	<p><b>Explain <u>three</u> roles of the Wales Tourist Board (WTB).</b></p> <p><i>Up to two marks for each explanation.</i> <i>Candidates should state general points about tourist boards.</i> <i>There should be development of the explanation of what the WTB does for the second mark.</i></p> <p><b>Note:</b> If candidates talk generically about a tourist board, candidate will not be penalised.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• National tourist board (1) promotion of Wales (1) website, brochures, adverts, information services (1).</li> <li>• Research (1) carries out surveys/marketing (1).</li> <li>• Established in 1969 with Development of Tourism Act (1) prepares strategy/policy for tourism in Wales (1).</li> <li>• Does not run tourist facilities, but represents the interests of the industry/gives business advice (1).</li> <li>• Quality assurance role (1) carries out accommodation inspection/training (1).</li> <li>• Any other valid suggestion – e.g. production of reports.</li> </ul>	AO1 AO2	1.2.4	3*2

(c)	<p><b>Using the statistics in Document 1a, draw valid conclusions about trends in tourism to Wales.</b></p> <p><b>Level 1: (1-4 marks)</b>  <i>Trends identified - the candidate will pick out valid stats eg:</i>  <i>Domestic:</i></p> <ul style="list-style-type: none"> <li>• <i>Total number of trips down – 26% 2002-4;</i></li> <li>• <i>Total number of nights down – 21% 2002-4;</i></li> <li>• <i>Total expenditure down – 3% 2003-4;</i></li> <li>• <i>Ongoing downward trend from 2002;</i></li> <li>• <i>Greatest fall in long holidays in trips/nights and expenditure.</i></li> </ul> <p><i>Overseas:</i></p> <ul style="list-style-type: none"> <li>• <i>Increase in visits of 13.3% 2000-4;</i></li> <li>• <i>Increase in expenditure of 15.5% 2000-4.</i></li> </ul> <p><b>Level 2: (5-8 marks)</b>  <i>Trends analysed - there will be analysis of the stats eg business trips large decrease in trips/nights but only small decrease in expenditure; overseas tourism shows proportionally large increase in expenditure.</i></p> <p><b>Level 3: (9-12 marks)</b>  <i>Trends evaluated - appropriate, judgemental conclusions drawn eg although business expenditure down it is still an important source of high spenders; short break expenditure high and decrease in smaller.</i>  <i>Evaluative comments must directly relate to the statistics analysed, award top level marks for quality of evaluation and conclusions reached.</i></p> <p>Possible responses may include:  Levels marking will utilise exemplification of indicative content with analytical/evaluative comment.  Any other valid suggestion.</p>	AO3 AO4	1.2.1 1.2.2	Levels
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<b>2 (a)</b>	<b>Identify each of the following:</b>	AO2	1.2.4	1
<b>(i)</b>	<b>The National Park in North Wales.</b>  <i>For one mark:</i> Snowdonia (1).	AO2	1.2.4	1
<b>(ii)</b>	<b>A coastal resort in North Wales.</b>  <i>For one mark:</i> Rhyl (1) /Prestatyn (1) /Llandudno (1) /Colwyn Bay (1) (allow others north of Aberystwyth) for one mark.	AO2	1.2.4	1
<b>(iii)</b>	<b>The sporting attraction in South Wales.</b>  <i>For one mark:</i> Millennium Stadium (1).	AO2	1.2.4	1
<b>(iv)</b>	<b>The historical attraction in the capital of Wales.</b>  <i>For one mark:</i> Cardiff Castle (1).	AO2	1.2.4	1
<b>(b)</b>	<b>Explain each of the following terms:</b>	AO1	1.2.4	1+1
<b>(i)</b>	<b>Area of Outstanding Natural Beauty.</b>  <i>For one mark an explanation:</i> Area designated as one of importance in respect of landscape/flora/fauna/undeveloped landscape (1).  <i>Allow development point/exemplification or accurate example for second mark:</i> Isle of Anglesey (1). Any other valid suggestion.	AO1	1.2.4	1+1
<b>(ii)</b>	<b>National Park</b>  <i>For one mark an explanation:</i> Protected/preserved area for public enjoyment (1).  <i>Allow development point/exemplification or accurate example for second mark:</i> Brecon Beacons (1). Any other valid suggestion.	AO1	1.2.4	1+1
<b>(iii)</b>	<b>Heritage Coast</b>  <i>For one mark an explanation:</i> Protected areas of coastline (1).  <i>Allow development point/exemplification or accurate example for second mark:</i> Cambrian Coastline (1). Any other valid suggestion.	AO1	1.2.4	1+1

<p>(c)</p>	<p><b>Identify and explain <u>three</u> ways in which the Wye Valley and the Vale of Usk appeal to visitors.</b></p> <p><i>One mark for each correct identification up to a maximum of three identifications plus up to a further one mark for each of three explanations.</i></p> <p><b>Note:</b> Accept other answers relating to Chartists, culture, film location, vineyards, salmon, markets, food, and golf.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Legend of King Arthur (1) attracts those interested in Arthurian legend (1).</li> <li>• Roman baths (1) historical attraction (1).</li> <li>• Norman settlers (1) castles and other historic attractions (1).</li> <li>• Pilgrims worshipped (1) religious sites to visit (1).</li> <li>• Turner sketched (1) can see actual areas of landscape drawn by the artist (1).</li> <li>• Wordsworth (1) see areas poet wrote about (1).</li> <li>• Any other valid suggestion.</li> </ul>	<p>AO1 AO2</p>	<p>1.2.4</p>	<p>(1+1)*3</p>
<p>(d)</p>	<p><b>Discuss the importance of awards such as the Blue Flag and Seaside Award to tourism in Pembrokeshire.</b></p> <p><b>Level 1: (1-2 marks)</b> <i>Knowledge of awards - candidates show understanding of Blue Flag/Seaside Awards ie related to beaches/water.</i></p> <p><b>Level 2: (3-4 marks)</b> <i>Explanation and analysis of awards - relevant analysis of what the awards are for – one or two from: quality of beach, facilities available, no dogs allowed, water cleanliness monitored. If no ref to Wales and just refer to tourism, candidates can get to six marks.</i></p> <p><b>Level 3: (5-6 marks)</b> <i>Evaluation of significance of awards to tourism - there will be evaluative conclusions eg stressing the recognition these awards have by visitors and they will choose a beach that has been awarded these/they will increase visitor numbers to the area the beach is in.</i></p> <p>Possible responses may include: Levels marking will utilise exemplification of indicative content with analytical/evaluative comment. Any other valid suggestion.</p>	<p>AO2 AO3 AO4</p>	<p>1.2.4</p>	<p>Levels</p>

3 (a)	<p><b>Identify and explain <u>two</u> possible reasons why the Welsh Assembly Government supports attractions such as the Big Pit and Castell Coch.</b></p> <p><i>One mark for each correct identification up to a maximum of two identifications plus up to a further two marks for each of two explanations.</i></p> <p><b>Note:</b> Accept other discrete yet appropriate answers such as greater taxes for the government.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Community benefit (1) provides local attractions for education/life long learning (1).</li> <li>• Employment (1) created in post industrial areas (1).</li> <li>• To attract visitors to Wales (1) visitors attracted means expenditure increase creating wealth in area (1).</li> <li>• Preservation of buildings/culture (1) investment in history (1).</li> <li>• Any other valid suggestion.</li> </ul>	AO1 AO2	1.2.4 1.2.4	(1+2)*2
(b)	<p><b>Identify and explain <u>two</u> laws and/or regulations with which attractions such as the Big Pit and Castell Coch must comply.</b></p> <p><i>One mark for each correct identification up to a maximum of two identifications plus up to a further two marks for each of two explanations.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Data Protection Act (1) – data on customers only held for lawful purposes, not used for any other purpose etc (1).</li> <li>• Health &amp; Safety at Work Act (1) – written health &amp; safety policy necessary, employees need to ensure safety of themselves and visitors (1).</li> <li>• Disability Discrimination Act (1) – attractions must be accessible to those with restricted mobility, will ensure access to all (1).</li> <li>• COSHH (1) – control exposure to substances harmful to health, lock away cleaning chemicals (1).</li> <li>• First Aid Regulations (1) – suitable stocked first aid kit needed and qualified first aider (1).</li> <li>• Food Safety Act (1) – food produced must be safe to eat, contents stated must be accurate (1).</li> <li>• Trades Description Act (1) – cannot mislead customers about the product/service on offer (1).</li> <li>• Consumer Protection Act (1) – no misleading prices on goods, services or facilities (1).</li> <li>• Sale of Goods Act (1) – goods must be of satisfactory quality, fit for purpose and as described (1).</li> <li>• Relevant other (<b>not</b> EU Package Travel Directive) (1).</li> <li>• Any other valid suggestion – e.g. Countryside Act.</li> </ul>	AO1 AO2	1.2.3 1.2.4	(1+2)*2

(c)	<p><b>Compare and contrast the products, facilities and services of the Big Pit and Castell Coch.</b></p> <p><b>Level 1: (1-4 marks)</b> <i>Identification - candidates recognise products, facilities and services – as listed below.</i></p> <p><b>Level 2: (5-8 marks)</b> <i>Explanation/analysis -there will be use of comparative language relating to the similarities/differences eg both visitor attractions, but historic building of castle as opposed to industrial attraction of Big Pit; both public sector but castle charges admission.</i></p> <p><b>Level 3: (9-10 marks)</b> <i>Evaluation - the answers will offer valid justifications as to why the products and services are similar/different, possibly relating them to likely customer groups (educational/picnickers); there will be some evaluation of the reasons behind the differences, eg Big Pit free so good value for school groups – hence focus on educational aspect.</i></p> <p><b>Big Pit:</b> Industrial heritage site. Free admission/open Feb – Nov 7 days a week. Guided underground tours/1 hour duration. Canteen &amp; coffee shop/gift shop. Wheelchairs available/users need to book in advance for tours/access guide available on website. Baby change facilities. Height restriction/under 16s must be accompanied. Need for warm clothes &amp; sensible shoes. Groups book in advance/planning guide. Signed off M4 and major roads. Multi media displays/museum. National museum/town World Heritage status. Supported by Heritage Lottery Fund/Welsh assembly. Coach and car parking.</p> <p><b>Castel Coch:</b> Castle (not defensive)/decorative. Guidebook/audio tour. Tea room/picnic area. Gift shop. Outdoor activities – walking/cycling/golf. VAQAS award. Admission charge. Under 12s accompanied by adult. Open all year (except Xmas, New Year). Parking. Signposted from major roads. CADW run attraction.</p> <p>Possible responses may include: Levels marking will utilise exemplification of indicative content with analytical/evaluative comment. Any other valid suggestion.</p>	AO2 AO3 AO4	1.2.4	Levels
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4 (a)	<p><b>Describe the patterns in business tourism to Wales.</b></p> <p><i>One mark for each correct identification up to a maximum of six identifications but allow development marks.</i></p> <p><b>Note:</b> Candidates are expected to demonstrate that they understand seasonality/location of business tourism.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Demonstration of understanding of business tourism ie for work purposes (1).</li> <li>• More important in out of season months (1) more spaces out of main holiday season in accommodation so better value for businesses (1).</li> <li>• Business tourism greater in SE Wales (1) has major cities, so more facilities for conferences etc (1),</li> <li>• Few business tourists in N Wales/mid Wales (1) inaccessible and few facilities (1).</li> <li>• Little difference on % in different types of accommodation (hotels or guest houses/B&amp;Bs) (1) due to limited accommodation available in summer months (1).</li> <li>• Rise in total % of business guests in shoulder seasons (1) as less leisure visitors (1).</li> <li>• Any other valid suggestion.</li> </ul>	AO1 AO2	1.2.1 1.2.2	6*1 OR (1+1)*3
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(b)	<p><b>Discuss the ways in which the Hilton Cardiff meets the needs of business visitors.</b></p> <p><b>Level 1: (1-3 marks)</b>  <i>Identification of the needs of business visitor - basic understanding of what is on offer for business visitors eg:</i></p> <ul style="list-style-type: none"> <li>• <i>High standard in bedrooms/5 star;</i></li> <li>• <i>Broadband;</i></li> <li>• <i>Executive rooms with use of executive lounge;</i></li> <li>• <i>Restaurant;</i></li> <li>• <i>Leisure facilities;</i></li> <li>• <i>Located in city centre of Cardiff.</i></li> </ul> <p><b>Level 2: (4-6 marks)</b>  <i>Analysis/explanation - relevant analysis and accurate comments relating to one or two needs of business customers eg broadband access so can work away from office.</i></p> <p><b>Level 3: (7-8 marks)</b>  <i>Evaluation/explanation - there will be evaluative conclusions relating to the needs of business customers eg rates for rooms high, but business customers are on expenses, so the room rate not really applicable to individuals/hotel will have meeting room facilities, but also available in Cardiff itself, such as St David's Hall.</i></p> <p>Possible responses may include:  Levels marking will utilise exemplification of indicative content with analytical/evaluative comment.  Any other valid suggestion.</p>	AO2 AO3 AO4	1.2.1 1.2.3 1.2.4	Levels
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(c)	<b>Discuss the appeal of Wyeside Caravan and Camping Park to leisure visitors.</b>	AO2	1.2.1	Levels
	<b>Level 1: (1-3 marks)</b>	AO3	1.2.3	
	<i>Identification - basic understanding of what is on offer:</i>	AO4	1.2.4	
	<ul style="list-style-type: none"> <li>• <i>Location;</i></li> <li>• <i>Camping/caravan site – 40 touring caravans, 100 tents, hire of statistic caravans;</i></li> <li>• <i>Electricity;</i></li> <li>• <i>Toilets/showers/pot washing/laundrette/TIC;</i></li> <li>• <i>Sports facilities (local council) nearby – tennis, putting, bowls, fields, children’s play area;</i></li> <li>• <i>Leisure complex in town – swimming pool, squash, fitness centre, sun beds, bar and café;</i></li> <li>• <i>Outdoor pursuits – pony trekking, hiking, canoeing, hang-gliding, fishing, golf;</i></li> <li>• <i>Identification of needs of leisure visitor.</i></li> </ul>			
<p><b>Level 2: (4-6 marks)</b>  <i>Explanation/analysis - relevant analysis and accurate comments relating to the needs of leisure visitors eg location close to many activities and ideal touring base to see central Wales.</i></p>				
<p><b>Level 3: (7-8 marks)</b>  <i>Justification/evaluation - there will be evaluative conclusions relating to the needs of customers eg can be considered a cheap holiday option as self catering, no catering facilities on site so need to do own or find somewhere to eat; seasonal opening reflects the wide range of outdoor facilities available, which are weather dependent.</i></p>				
<p>Possible responses may include:  Levels marking will utilise exemplification of indicative content with analytical/evaluative comment.  Any other valid suggestion.</p>				

5	<p><b>Evaluate the importance of active holidays to tourism in Wales.</b></p> <p><b>Note:</b> Responses must relate to the case study to get to the top of each level. Generic answers achieve marks at the bottom of levels.</p> <p><b>Level 1: (1-4 marks)</b>  <i>Identification - basic understanding of the importance which may include those listed:</i></p> <ul style="list-style-type: none"> <li>• Beautiful scenery and landscape;</li> <li>• 1.2 million domestic trips for activity hol;</li> <li>• 18% of holidays to Wales activity;</li> <li>• Activity hol greater in domestic tourism to Wales compared to rest of UK;</li> <li>• Greater proportion of males;</li> <li>• Social group AB;</li> <li>• Overseas visitors very active, especially Germans and Dutch;</li> <li>• Growth sector of tourism.</li> </ul> <p><b>Level 2: (5-8 marks)</b>  <i>Analysis/explanation - the answers should contain relevant analysis and accurate comments relating to activity hols eg short breaks and high spenders in serviced accommodation; less seasonal than other hols so serviced accommodation premises can stay open all year. At least one aspect must be analysed to access this level.</i></p> <p><b>Level 3: (9-12 marks)</b>  <i>Evaluation/justification - judgemental conclusions will be made by the candidate who will use information effectively to evaluate a range of issues, problems or contrasting points of view relating to activity holidays. There will be well reasoned judgments and recommendations about activity tourism in Wales eg as they are higher spenders, should be encouraged and more quality accommodation provided in the areas the activities take place.</i>  <i>Marks should be awarded for quality of written evaluation and conclusions reached. At the upper end there should be a coherent response.</i></p> <p>Possible responses may include:  Levels marking will utilise exemplification of indicative content with analytical/evaluative comment.  Any other valid suggestion.</p>	AO1 AO2 AO3 AO4	1.2.1 1.2.2 1.2.3 1.2.4	Levels
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## G723 International travel

Q	Expected answer	AO	Spec ref	Mark
1 (a)	<p>Identify the <u>three</u> land-based sporting activities for guests staying at Beaches Boscobel.</p> <p><i>For three marks:</i></p> <ul style="list-style-type: none"> <li>• volleyball (1);</li> <li>• golf (1);</li> <li>• tennis (1).</li> </ul>	AO2	4.2.6	3*1
(b)	<p>Suggest <u>three</u> risks which children might be exposed to if they wandered away unescorted from an outdoor Kids Kamp activity.</p> <p><i>One mark for each correct identification up to a maximum of three identifications.</i></p> <p><b>Note:</b> Credit all H+S risk descriptions.</p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• drowning (sea/pools) (1);</li> <li>• watersport hazard eg hit by jet skis (1);</li> <li>• accident with adults playing volleyball (1);</li> <li>• getting lost (1);</li> <li>• abduction/molestation etc (1);</li> <li>• any other valid suggestion.</li> </ul>	AO2	4.2.5	3*1
(c)	<p>Explain two ways in which beachfront food and beverage (drink) outlets provide a comfortable service environment for customers.</p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• waiters (1) – table service (1);</li> <li>• sitting at tables (1) – easier to eat &amp; drink from (1);</li> <li>• umbrellas (1) – shaded from sun (1);</li> <li>• non-sand floor (1) – easier to walk on (1);</li> <li>• any other valid suggestion e.g. clean, rubbish bins etc</li> </ul>	AO1 AO2	4.2.6	2+2

(d)	<p><b>Discuss the reasons why many 5* resorts have opened a spa and health club as part of their leisure facilities.</b></p> <p><b>Level 1: (1-2 marks)</b> Candidates identify one or two valid reasons for spa facility provision such as increased revenues, current trend for wellbeing and guest expectations.</p> <p><b>Level 2: (3-4 marks)</b> Analysis of the valid reason(s) pointing out the types of treatment/facilities usually on offer.</p> <p><b>Level 3: (5-6 marks)</b> Discussion of the reasons chosen, leading to some sort of conclusion about provision.</p> <p><b>Note:</b> This question is set in context of customer trends and candidates are expected to consider current international traveller 5* needs and expectations. There is a strong demand from the leisure travelling public who are adopting a more health-conscious lifestyle and who are prepared to spend serious amounts of money on personal wellbeing. This has resulted in the segmentation of users into three identifiable groups, depending on their level of participation.</p> <p>Possible responses may include:</p> <p>Many resort hotels have introduced spa facilities to help attract customers (<b>L1</b>). The current trend for health and wellbeing means that many guests will expect such facilities (<b>L1</b>). The more facilities offered, the greater the potential appeal of the resort (<b>L2</b>) and so income generation will increase (<b>L2</b>). As well as beauty and health treatments, sport and recreation opportunities will be available allowing visitors more choice of leisure activity (<b>L3</b>). Any other valid suggestion.</p>	A02 A03 A04	4.2.6	Levels
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(e)	<p><b>Evaluate the range of services that 5* hotels and resorts provide for the convenience of their business customers.</b></p> <p><b>Level 1: (1-3 marks)</b> <i>Candidates identify up to three appropriate business services.</i></p> <p><b>Level 2: (4-6 marks)</b> <i>Analysis of key business services provided by 5* resort properties and an appropriate treatment of at least two services for the higher marks, whereby the candidate clearly explains the use of the service provided.</i></p> <p><b>Level 3: (7-9 marks)</b> <i>Evaluative comment about ancillary service provision with due reward being given to those who highlight relative importance of valid services to visiting business clients. Better answers will have a reasoned conclusion, clearly indicating which are most useful and why.</i></p> <p><b>Note:</b> This question is quite open but invites candidates to consider the range of ancillary services provided for business clients in international 5* resort properties. Furthermore, the candidates are required to offer an assessment of the main services provided. It is expected that consideration will be given to some of the following:</p> <ul style="list-style-type: none"> <li>• conference facilities;</li> <li>• meeting facilities;</li> <li>• business centre;</li> <li>• business rooms/floors;</li> <li>• secretarial/ICT support;</li> <li>• corporate entertainment/hospitality;</li> <li>• foreign exchange;</li> <li>• car hire;</li> <li>• airport transfers;</li> <li>• allow 24 hr room service.</li> </ul> <p>Possible responses may include:</p> <p>5* properties attempt to meet the needs of all customers and business guests are usually offered rooms with internet availability, work station facilities and special check-in/out arrangements (<b>L1</b>). Ancillary services such as airport transfers and foreign exchange are available because of the international nature of many businesses (<b>L2</b>) and they will generate extra profits for the hotel (<b>L2</b>). However, conference facilities where delegates can remain on-site for all meetings and seminars are of greatest significance (<b>L3</b>) for both guests (convenience of on-site provision) and the hotel (volume occupancy, F&amp;B sales and corporate packages). Any other valid suggestion.</p>	A01 A03 A04	4.2.3	Levels
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2 (a)	<p><b>Explain <u>two</u> advantages of a high street location to travel agencies such as First Choice.</b></p> <p><i>Up to three marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• high streets are busy (cars &amp; pedestrians) (1), easy access (1), maximise sales (1);</li> <li>• street front sites (1), increased window display areas (1), promotional opportunities (1);</li> <li>• near local residences (1), meeting local demand (1), convenience for customers (1);</li> <li>• any other valid suggestion including the advantages of face-to-face contact etc.</li> </ul>	A02	4.2.3	3+3
(b)	<p><b>State <u>four</u> items usually included in the price of a package holiday.</b></p> <p><i>One mark for each correct identification up to a maximum of four identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• transport e.g. flight (1);</li> <li>• transfers e.g. coach to hotel (1);</li> <li>• accommodation (1);</li> <li>• meal plan (RO, BB, HB or FB) (1);</li> <li>• use of all hotel facilities as shown (1);</li> <li>• services of a local representative (1);</li> <li>• any other valid suggestion allow 'all-inclusive' food but <b>not</b> sports, entertainment, excursions.</li> </ul>	A01	4.2.2	4*1
(c)	<p><b>Identify <u>three</u> ancillary services available from a travel agency and explain why a customer would purchase <u>each</u> of these when booking a package holiday.</b></p> <p><i>One mark for each correct identification up to a maximum of three identification plus up to a further one mark for each of three explanations.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• travel insurance (1) – cover against loss/injury (1);</li> <li>• foreign exchange (1) – commission free offers (1);</li> <li>• travellers cheques (1) – replaced if lost or stolen (1);</li> <li>• car hire (1) – independence (1);</li> <li>• airport hotels, theme park tickets etc;</li> <li>• any other valid suggestion.</li> </ul>	A01 A02	4.2.3	(1+1)*3

(d)	<p><b>Most high street travel agencies are members of the Association of British Travel Agents (ABTA). Assess the significance of membership to <u>both</u> the travel agency and its customers.</b></p> <p><b>Level 1: (1-3 marks)</b>  <i>Answers will be superficial and will identify only one or two aspects of indicative content. Little, if any attempt to comment on the significance of membership.</i></p> <p><b>Level 2: (4-6 marks)</b>  <i>Analysis of one or two aspects of indicative content and will make a positive attempt to identify the significance to either agent or client.</i></p> <p><b>Level 3: (7-9 marks)</b>  <i>Evaluation of one or two aspects of indicative content in depth. Top answers will be clearly linked to both the agent and client and will have a well reasoned conclusion.</i></p> <p><b>Note:</b> We are inviting the candidates to consider the significance of the ABTA membership, with its code of conduct, from both agent &amp; customer viewpoints. We should accept any references to the following procedures:</p> <ul style="list-style-type: none"> <li>• when you book with an ABTA Member they must give you accurate information to help you choose the travel arrangements that are right for you;</li> <li>• ABTA Members must follow all the necessary legal requirements such as the ATOL Regulations and must make you aware of the terms and conditions that apply;</li> <li>• ABTA Members must also give you guidance about any health requirements and the passport and visa requirements for your travel arrangements;</li> <li>• if you have any special requests concerning a disability or other medical condition ABTA Members must ensure that these are dealt with properly and confidentiality. ABTA Members must also give you information about travel insurance;</li> <li>• before completing a booking, ABTA Members must tell you if the Foreign and Commonwealth Office has issued advice about your destination.</li> </ul> <p>Candidates may also rightly mention the key ideas of <b>bonds</b> and <b>arbitration</b> providing appropriate customer security.</p> <p>Possible responses may include:</p> <p>ABTA agents have to abide by a code of conduct and give the customer accurate information, guidance about any health requirements and the passport and visa requirements for their travel arrangements (<b>L1</b>). This makes sure the customer is being properly advised and reduces the risk of claims against the agent for anything. The agent provides good customer service and may well gain repeat business (<b>L2</b>). Customers also recognise that ABTA agents offer security should they experience difficulty. Complaints can go to ABTA for arbitration and the bond system means that even if their tour company fails all payments are safe (<b>L3</b>). Agents therefore include the ABTA logo on their promotional material because it is a sign to the customer of both quality and security.</p> <p>Any other valid suggestion.</p>	AO2 AO3 AO4	4.2.4	Levels
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3 (a)	<p><b>Describe the trend in overseas visits to the UK between June 2004 and June 2006.</b></p> <p><i>Up to two marks for description.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• gradual increase (1);</li> <li>• seasonal variation (1);</li> <li>• peak in June 05 (1);</li> <li>• trough in March 05 (1);</li> <li>• any other valid suggestion.</li> </ul>	A02	4.2.1	2*1
(b) (i)	<p><b>State the number of overseas visitors to the UK between April and June 2006.</b></p> <p><i>For one mark:</i> 8 million (1).</p>	A02	4.2.6	1
(ii)	<p><b>State the amount spent by overseas visitors in the UK between April and June 2006.</b></p> <p><i>For one mark:</i> £3.8 billion (1).</p>	A02	4.2.6	1
(c)	<p><b>Explain <u>three</u> advantages to the international traveller of using rail services such as the Heathrow Express.</b></p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• into Paddington (1) – central London accessibility (1);</li> <li>• service every 15 mins (1) – convenient from all four terminals (1);</li> <li>• journey time 15 mins (1) – quickest way to get to central London (1);</li> <li>• tickets can be purchased in advance online (1) – discount (1);</li> <li>• any other valid suggestion - allow 'quiet zone'.</li> </ul>	A01 A03	4.2.1	3*2
(d)	<p><b>Explain <u>three</u> ways in which a TIC is able to provide a service for such visitors.</b></p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• visitor attraction information (1) – advice where to go (1);</li> <li>• staff speak foreign languages (1) – easy to understand (1);</li> <li>• accommodation service (1) – BABA (1);</li> <li>• souvenirs etc (1) – appeal to visitors (1);</li> <li>• bureau de Change (1) – convenient (1);</li> <li>• sell tickets for tours, events (1) – convenient for visitor;</li> <li>• any other valid suggestion.</li> </ul>	A01 A03	4.2.3	3*2

(e)	<p><b>All international travellers flying from UK airports are subject to safety and security checks. Discuss the range of measures which are currently in place.</b></p> <p><b>Level 1: (1-3 marks)</b> <i>Candidate identifies up to three appropriate measures.</i></p> <p><b>Level 2: (4-6 marks)</b> <i>Analysis of key measures. Top answers will analyse at least two security measures.</i></p> <p><b>Level 3: (7-9 marks)</b> <i>Evaluative comment about safety and security provision with due regard given to candidate who highlights relative importance and/or significance of different checks with a well reasoned conclusion.</i></p> <p><b>Note:</b> This is often topical and new controls are introduced after an alert. However, candidates are expected to have made a study of at least one UK airport and we should credit appropriate references to their own travel experiences such as what happens at:</p> <ul style="list-style-type: none"> <li>• check-in;</li> <li>• passing into departure area;</li> <li>• bag &amp; body scans;</li> <li>• passport control;</li> <li>• details of current restrictions.</li> </ul> <p>Possible responses may include:</p> <p>UK airports have many procedures in place such as limiting vehicle access to entrances (<b>L1</b>) to avoid terrorist car bomb attacks such as Glasgow (<b>L2</b>). Bag and person checks take place at check-in counters (<b>L1</b>) and passengers must take all liquids over 100ml out of their hand luggage. X-ray machines check for prohibited items such as drugs. Person searches involve metal detectors to stop terrorists concealing weapons and staff will conduct body searches on identified individuals (<b>L2</b>). Most checks are aimed at reducing the risk of terrorist attacks and passengers and their belongings are monitored from check-in to boarding (<b>L3</b>). The scanning of all bags and individual passengers provides the most secure way of reducing the threat. Any other valid suggestion.</p>	AO2 AO3 AO4	4.2.1 4.2.5	Levels
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4 (a)	<p><b>Circle <u>three</u> low cost airlines.</b></p> <p><i>For three marks:</i></p> <ul style="list-style-type: none"> <li>• easyJet (1);</li> <li>• Ryanair (1);</li> <li>• Jet2.com (1).</li> </ul>	A01	4.2.1	3*1
(b)	<p><b>State <u>three</u> characteristics of services operated by low cost airlines.</b></p> <p><i>One mark for each correct identification up to a maximum of three identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• 95% book online (1);</li> <li>• no tickets (1);</li> <li>• use regional airports (1);</li> <li>• 30 minute turnarounds (1);</li> <li>• short haul European destinations (1);</li> <li>• no free food &amp; drink (1);</li> <li>• no pre-assigned seating (1);</li> <li>• any other valid suggestion - <b><u>not</u></b> duty free.</li> </ul>	A01	4.2.2	3*1
(c)	<p><b>Identify and explain <u>two</u> ways in which consular staff might assist badly-behaved travellers who get into trouble abroad.</b></p> <p><i>One mark for each correct identification up to a maximum of two identifications plus up to a further two marks for each of two explanations.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• issue passport (1), lost (1), need one to get home (1);</li> <li>• visit in prison (1), inform family (1), help get in touch with lawyer (1);</li> <li>• give information on how to transfer money (1), need for fine (1), will cash a personal cheque (1);</li> <li>• any other valid suggestion.</li> </ul>	A01 A02 A03	4.2.4	(1+2)*2

(d)	<p><b>Explain why badly-behaved travellers suffering, for example, a personal injury are likely to have difficulty in making a claim for compensation.</b></p> <p><b>Level 1: (1-2 marks)</b>  <i>Candidate makes two statements about bad behaviour scenario:</i></p> <p>Such as Fig. 4 states half have no insurance, so may 'try' for compensation.</p> <p><b>Level 2: (3-4 marks)</b>  <i>Candidate makes simple judgements as to why this might happen – i.e. claimants must be able to provide negligence and being drunk would negate any potential liability.</i></p> <p>Possible responses may include:</p> <p>It is likely that such travellers will be travelling independently, having booked budget flights over the internet. They are not covered by EU Package Regulations and Fig. 4 states half have no insurance (<b>L1</b>). Attempts for compensation will be limited because, even when insured, negligence invalidates a claim and the supplier of the goods/services would disclaim responsibility (<b>L2</b>).</p> <p>Any other valid suggestion.</p>	A03 A04	4.2.5	Levels
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(e)	<p><b>Assess the range of travel products and services which are available to young international travellers.</b></p> <p><b>Level 1: (1-3 marks)</b>  <i>Candidate identifies up to three appropriate types of travel products/services.</i></p> <p><b>Level 2: (4-6 marks)</b>  <i>Analysis of selected products/services. Top answers will investigate young person requirements for at least two travel products/services.</i></p> <p><b>Level 3: (7-9 marks)</b>  <i>Evaluative comment about types of provision with due regard given to candidate who highlight range of travel products and services available with a well reasoned conclusion.</i></p> <p><b>Note:</b> This is a very open question and we should expect more than brief reference to Club 18-30. Student travel is common in schools &amp; colleges, companies like STA Travel cater for the under 25s and Gap Year travel even has its own website (Gogapyear.com). The FCO issue advice to young travellers and the adventure tourism market is buoyant. Furthermore, there are a host of guide books and other publications aimed at this market.</p> <p>Possible responses may include:</p> <p>There are a variety of products and services aimed at young international travellers ranging from package holidays (such as Club 18-30), student travel agencies (such as STA Travel) and school tour operators (such as NST Travel Group) (<b>L1</b>). Packages are to lively destinations such as Ibiza and Cyprus and simple accommodation with low cost charter flights keeps prices affordable (<b>L2</b>). School trips frequently use coach transport to keep costs down and thus make them more affordable for parents (<b>L2</b>). Gap year and student travel is increasing. An increasing number of all age groups are taking activity holidays. The size and importance of this market segment can be judged from the fact that even the FCO website has a young traveller advice section (<b>L3</b>). Any other valid suggestion such as the unescorted minor scenario &amp; Sky Nanny.</p>	A02 A03 A04	4.2.6	Levels
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## G728 Tourism development

Q	Expected answer	AO	Spec ref	Mark
1 (a)	<p><b>Explain <u>two</u> possible reasons for the increase in visitor numbers to Hadrian's Wall.</b></p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include: The case study identifies the following:</p> <ul style="list-style-type: none"> <li>• to see some of the country's greatest archaeological monuments (1); Because they have been conserved(1)</li> <li>• range of attractions (1) including Roman Forts, visitor centres and museums (1);</li> <li>• pleasant walks with views (1);</li> <li>• bus tours with heritage guides (1).</li> </ul> <p>However we can look at broader issues such as:</p> <ul style="list-style-type: none"> <li>• the increase in domestic holidays (1) due to terrorist threats (1);</li> <li>• changes in customer trends (1);</li> <li>• good weather in British summers (1);</li> <li>• renewal of interest in English Heritage (1) through TV programmes eg accepted such as Time Team etc (1);</li> <li>• any other valid suggestion.</li> </ul>	AO2 A03	NA	2+2
(b) (i)	<p><b>Explain <u>two</u> possible <u>economic</u> impacts on the area caused by the increase in visitor numbers.</b></p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• year round jobs (Management and attractions) (1);</li> <li>• visitor spending up by 30% (1);</li> <li>• (\$.4£million to regions economy) (1);</li> <li>• increase in visitor numbers by 65% (1);</li> <li>• impact of the multiplier effect explained (1);</li> <li>• development of the infrastructure (countryside agency to make further investment in the trail management) (1);</li> <li>• investment in new facilities/attractions (1);</li> <li>• any other valid suggestion.</li> </ul>	A01 A02	NA	2+2

(ii)	<p><b>Explain <u>two</u> possible <u>environmental</u> impacts on the area caused by the increase in visitor numbers.</b></p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• environmental awareness (1) (identification of repair work caused by the wear and tear of increased visitor numbers);</li> <li>• damage to flora and fauna (1);</li> <li>• damage to existing buildings/archaeology (1);</li> <li>• setting up effective monitoring and management systems as a result of potential damage from the above (1);</li> <li>• any other valid suggestion.</li> </ul>	AO1 AO2	NA	2+2
(c)	<p><b>Assess the positive socio-cultural impacts which are likely to follow in areas named by UNESCO as a World Heritage Site.</b></p> <p><b>Level 1: (1-2 marks)</b> <i>Candidate identifies/describes the social/cultural impacts on areas such as Hadrian's Wall being named as a WHS by UNESCO.</i></p> <p><b>Level 2: (3-5 marks)</b> <i>Candidate explains analyses one or more of the socio/cultural impacts from the text and shows how the impact of UNESCO status may have an impact on the area.</i></p> <p><b>Level 3: (6-8 marks)</b> <i>Candidate assesses at least two impacts with evidence of clear understanding of the impacts that may occur following WHS status by UNESCO.</i></p> <p><b>Note:</b> Candidates should refer to the case study as a basis for making reasoned analysis of the positive impact that the naming of Hadrian's Wall as a World Heritage Site by UNESCO may have on the area and the people who live there. Candidates may refer to any named UNESCO site though it does have be in a UK context.</p> <ul style="list-style-type: none"> <li>• Social - new mix of people to the area as it will attract a host of international visitors.</li> <li>• Local people will be inclined to remain in the area due to employment opportunities in local crafts, B&amp;B's and catering outlets.</li> <li>• Cultural - local identity is presented and guaranteed for the future due to the investment and recognition of UNESCO. National pride &amp; identity, Preservation of culture</li> <li>• Education of different visitor groups such as children, students, archaeologists, historians etc. that will enable continual awareness of culture and heritage</li> <li>• Minimising conflict between tourist &amp; host</li> </ul>	A02 A03 A04	NA	Levels

	<p>The candidate does not need to consider both social and cultural impacts in order to access level 2 and 3 - it is merely sufficient that the skills of analysis and evaluation are demonstrated. The extent to which the candidate can access the full mark range (particularly in level 3) will be determined by the extent of the quality/quantity of the skills demonstrated. There may be an argument for starting the awarding of the middle mark 6/7 and then deciding whether it is a weak/good evaluation.</p> <p>Any other valid suggestion.</p>			
(d)	<p><b>Evaluate the importance of public, private and voluntary sectors to ensure long term success in the area.</b></p> <p><b>Level 1: (1-3 marks)</b>  <i>Candidate identifies role use by agents of tourism development to encourage long term success (i.e. there does not need to be any contextual reference to Hadrian's Wall.</i></p> <p><b>Level 2: (4-6 marks)</b>  <i>Candidate describes the roles and the benefit of a partnership used by agents of tourism development to ensure the long term success in the area.</i></p> <p><b>Level 3: (7-10 marks)</b>  <i>Candidate explains(7,8) analyses (9-10)roles and the benefit of a partnership used by the agents of tourism to encourage long term success in the area.</i></p> <p><b>Level 4: (11-15 marks)</b>  <i>Candidate evaluates roles and benefits of a partnership used by the agents of tourism to encourage long term success in the area. Reference to named org's in case study must be given.</i></p> <p><b>Note:</b> This question is addressing candidates' knowledge of the agents of tourism development, whether they are from the <b>public, private or voluntary</b> sectors. Candidates need to be able to recognise who the agents are and evaluate their roles effectively. We are looking at how the agents of Tourism development are working in partnership to benefit and ensure long term success in the area of Hadrian's Wall.</p> <p>Sectors involved:</p> <ul style="list-style-type: none"> <li>• Vindolanda Trust (voluntary sector);</li> <li>• Northumberland National Parks Authority (public sector);</li> <li>• National Trust (voluntary sector);</li> <li>• English Heritage (public sector);</li> <li>• UNESCO (public sector with donations from voluntary sector).</li> </ul>	A01 A02 A03 A04	NA	Levels

	<p>The extent to which the candidate can access the full mark range (particularly in level 3 and 4) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (8/9) and then deciding whether it is weak/good analysis in level 3 and also awarding the middle mark (13) and then deciding if it is weak/good evaluation in level 4.</p> <p>Any other valid suggestion.</p>			
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2 (a)	<p><b>Identify the top <u>two</u> European cruise markets.</b></p> <p><i>For two marks:</i> UK (1); Germany (1).</p>	A02	NA	2*1
(b)	<p><b>Describe <u>two</u> factors which may account for the increase in the popularity of European cruises amongst European travellers.</b></p> <p><i>Up to two marks for each description.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• changes in trends in holiday travel (1);</li> <li>• rise in the popularity of cruising TV advertising etc (1);</li> <li>• marketing and promotion of cruising and new ships (1);</li> <li>• Use of 1 currency i.e. euro</li> <li>• References to flying in context e.g. terrorism</li> <li>• tourists would like to see many more destinations - bored with regular 2 week holidays (1)</li> <li>• more disposable income, cruising is generally more expensive (1);</li> <li>• any other valid suggestion.</li> </ul>	A01 A02	NA	2+2
(c)	<p><b>Explain <u>two</u> possible reasons why tourists from the USA/Canada may be more inclined to take a cruise in the Caribbean region rather than the Mediterranean region.</b></p> <p><i>Up to three marks for each explanation.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• many US cruises sail around the Caribbean (1) and due to its proximity to US/Canada, shorter travelling time (1);</li> <li>• no visa requirements for US/Canadian citizens (1);</li> <li>• political safety in staying close to home, reference to anti-American feelings or terrorist threats (1);</li> <li>• air travel not always necessary for US Citizens (1);</li> <li>• same language/culture (1);</li> <li>• weak dollar, more economical to stay nearer to home (1);</li> <li>• reference to carbon footprint/global emissions</li> <li>• any other valid suggestion.</li> </ul>	A01 A03	NA	3+3

(d)	<p><b>Discuss why the development of the infrastructure at the cruise terminals is necessary to ensure long-term success of a port as a cruise destination.</b></p> <p><b>Level 1: (1-2 marks)</b>  <i>Candidate identifies reasons why the development of the infrastructure is necessary.</i></p> <p><b>Level 2: (3-5 marks)</b>  <i>Candidate explains/ analyses why the development of the infrastructure is necessary.</i></p> <p><b>Level 3: (6-8 marks)</b>  <i>Candidate evaluates why the development of the infrastructure is necessary.</i></p> <p><b>Note:</b> With over 1.5 million cruise passengers in the Mediterranean alone it is essential that the existing infrastructure:</p> <ul style="list-style-type: none"> <li>• is developed to cope with the increasing numbers of visitors;</li> <li>• is developed to cope with the size of the new ships;</li> <li>• transport providers, ie coaches, small boats need to have access to car parks and berths to enable swift disembarkation of vessels;</li> <li>• all ports need to have similar facilities to equal competition from other ports and to ensure that they are accessible to all cruise operators</li> <li>• negative aspects of run down ports accepted</li> <li>• lack of investment/drop in visitor numbers</li> </ul> <p>The extent to which the candidate can access the full mark range (particularly in level 3) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (6/7) and then deciding whether it is weak/good evaluation.</p> <p>Any other valid suggestion.</p>	AO2 AO3 AO4	NA	Levels
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(e)	<p><b>Evaluate the positive and negative economic impacts on the tourist resorts of the Mediterranean caused by the increasing number of cruise passengers in the region.</b></p> <p><b>Level 1: (1-3 marks)</b> <i>Candidate identifies negative or positive economic impact.</i></p> <p><b>Level 2: (4-6 marks)</b> <i>Candidate describes one positive and one negative economic impact.</i></p> <p><b>Level 3: (7-9 marks)</b> <i>Candidate explains/ analyses one positive and one negative economic impact perhaps drawing on examples studied.</i> One impact analysed max 7 marks.</p> <p><b>Level 4: (10-12 marks)</b> <i>Candidate evaluates positive and negative impact perhaps drawing on examples studied.</i></p> <p><b>Note:</b> The response to this question comes from prior knowledge of the positive and negative economic impacts of tourism. In this case the major negative impact is the loss of traditional employment opportunities in the resorts of the Mediterranean caused by less visitor arrivals. The major positive impact is that these resorts can change their destination planning to include more short trips and excursions to cater for the increase of short stay visitors. Diversification of employment is necessary. Answer must be a development of this theme with negative/positive impacts in context accepted. Environmental and socio-cultural impacts NOT accepted.</p> <p>The extent to which the candidate can access the full mark range (particularly in levels 3 and 4) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (7/8) and then deciding whether it is weak/good analysis in level 3 and also awarding the middle mark (10) and then deciding if it is weak/good evaluation in level 4.</p> <p>Any other valid suggestion.</p>	A01 A02 A03 A04	NA	Levels
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3 (a) (i)	<p><b>Identify the sector to which Tourism Concern belongs.</b></p> <p><i>For one mark:</i> Voluntary sector (1).</p>	A02	NA	1
(ii)	<p><b>Describe <u>two</u> aims of organisations such as Tourism Concern.</b></p> <p><i>Up to two marks for each description:</i></p> <p>Possible responses may include: Aims:</p> <ul style="list-style-type: none"> <li>• to represent the views of minority groups (1);</li> <li>• to protect, preserve, conserve natural/built attractions (1) each:</li> <li>• to create minority or pressure groups (1).</li> <li>• To educate</li> <li>• Accept the aims of Tourism Concern in this context.</li> </ul> <p>Funding:</p> <ul style="list-style-type: none"> <li>• membership fees;</li> <li>• grants, loans;</li> <li>• donations;</li> <li>• any other valid suggestion.</li> </ul> <p><b>Note:</b> Aims are to represent the views of its members in all matters concerning protection of the environment, local cultures and traditions. They get their funding through donations and membership fees and the sale of promotional material. It is not necessary to give aims and funding, candidates may do either.</p>	A01 A02	NA	2+2
(b)	<p><b>Explain <u>two</u> negative socio-cultural impacts which may have been caused by denying access to five miles of the island to the local population.</b></p> <p><i>Up to two marks for each explanation:</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• loss of water supplies may cause disease through lack of adequate sanitations (1);</li> <li>• limited development of infrastructure for locals eg housing, roads, schools etc (1);</li> <li>• conflict may arise through overcrowding and lack of opportunity (1)</li> <li>• family businesses e.g. fishing may be at risk (1);</li> <li>• loss of culture</li> <li>• references to violence, crime, theft etc. accepted</li> <li>• any other valid suggestion.</li> </ul>	A02 A03	NA	2+2

(c)	<p><b>Describe <u>one</u> benefit of a ‘triangular’ relationship to <u>each</u> sector involved in the new development in Bimini.</b></p> <p><i>Up to two marks for description of benefit in relation to each of three sectors.</i></p> <p><b>Note:</b> The benefits of a triangular relationship must be identified between any of the;</p> <ul style="list-style-type: none"> <li>• host population;</li> <li>• developers;</li> <li>• local and national government;</li> <li>• the tourist.</li> </ul> <p>However, if candidates describe a benefit to the public, private or voluntary sector in this context, then up to 2 marks for each.</p> <p>Three sectors must be given to gain maximum marks. Benefits include negotiation, income, employment and training, protection of the environment, spread of wealth, enhancement of local conditions and any other reasonable benefit given in context.</p>	A02 A03	NA	3*2
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<p>(d)</p>	<p><b>Assess the benefits to private sector organisations such as international hotel groups from involvement in new tourism development projects.</b></p> <p><b>Level 1: (1-2 marks)</b>  <i>Candidate identifies why private sector organisations get involved in new projects.</i></p> <p><b>Level 2: (3-5 marks)</b>  <i>Candidate explains/analyses why private sector organisations get involved in new projects.</i></p> <p><b>Level 3: (6-8 marks)</b>  <i>Candidate evaluates why private sector organisations get involved in new projects.</i></p> <p><b>Note:</b> Private sector organisations get involved with new projects for:</p> <ul style="list-style-type: none"> <li>• economic objectives, primary goal;</li> <li>• profit maximization;</li> <li>• pleasing the shareholders;</li> <li>• investing income;</li> <li>• keeping up with the competition.</li> </ul> <p>The extent to which the candidate can access the full mark range (particularly in level 3) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (6/7) and then deciding whether it is weak/good evaluation. Any other valid suggestion.</p>	<p>A01 A03 A04</p>	<p>NA</p>	<p>Levels</p>
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(e)	<p><b>Evaluate the likely impacts of the Bimini Island development on the environment.</b></p> <p><b>Level 1: (1-2 marks)</b> <i>Candidate identifies likely impacts of the development.</i></p> <p><b>Level 2: (3-4 marks)</b> <i>Candidate describes likely impacts of the development.</i></p> <p><b>Level 3: (5-7 marks)</b> <i>Candidate analyses likely impacts of the development.</i></p> <p><b>Level 4: (8-10 marks)</b> <i>Candidate evaluates likely impacts of the development.</i></p> <p><b>Note:</b> This question is seeking to find out if the candidates are able to respond to the information given in the case study and to evaluate the impacts on the environment. These are mainly the effects of the destruction of the mangrove swamps and its impact on the local marine life, dolphins and turtles. It also has an effect on the protection of the land e.g. an example is given about the threat of tsunami and hurricane if the mangroves are no longer there to protect the land.</p> <p>The extent to which the candidate can access the full mark range (particularly in level 4) will be determined by the extent of the quality/quantity of the skill demonstrated. There may be an argument for starting by awarding the middle mark (8/9) and then deciding whether it is weak/good evaluation.</p> <p>Any other valid suggestion.</p>	A01 A02 A03 A04	NA	Levels
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## G734 Marketing in travel & tourism

Q	Expected answer	AO	Spec ref	Mark
1 (a) (i)	<p><b>What do the initials M and T stand for?</b></p> <p><i>For two marks:</i></p> <ul style="list-style-type: none"> <li>measurable (1);</li> <li>timed (1).</li> </ul>	A01	15.2.1	2*1
(ii)	<p><b>Identify the <u>three</u> features of this process.</b></p> <p><i>One mark for each correct identification up to a maximum of three identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>wide involvement of staff in the marketing process (1);</li> <li>formulation of shared objectives relevant to everyone (1);</li> <li>encouraging the longer term commitment (1);</li> <li>any other valid suggestion.</li> </ul>	A02	15.2.1	3*1
(b)	<p><b>Explain the purpose of a mission statement.</b></p> <p><i>Up to two marks for explanation.</i></p> <p><b>Note:</b> One mark for an attempt such as introduce a philosophy.</p> <p>Two marks for covering fully its purpose such as – introduce philosophy of organisation and its values.</p> <p>PR exercise provides clear framework for the development of more specific objectives can state what the business is and where it sees itself going and how it will relate to its environment and how it will relate to other organisations.</p> <p>Possible responses may include: Mission statement is to communicate central purposes and objectives of the organisation (1) to its stakeholders, it is what can be expected by customers and staff alike (1); any other valid suggestion.</p>	A01	15.2.4	2*1

(c)	<p><b>Assess the benefits to English Heritage of <u>three</u> of its publicity programmes.</b></p> <p><b>Level 1: (1-4 marks)</b>  <i>Candidate applies knowledge of the benefits of publicity programmes.</i></p> <p><b>Level 2: (5-8 marks)</b>  <i>Candidate explains/analyses benefit(s) of publicity programmes to EH.</i></p> <p><b>Level 3: (9-12 marks)</b>  <i>Candidate evaluates benefits of publicity programmes to EH.</i></p> <p><b>Note:</b> Candidates can choose from:</p> <ul style="list-style-type: none"> <li>• programmes of interpretation;</li> <li>• publications;</li> <li>• events;</li> <li>• concerts;</li> <li>• education and customer care.</li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• raise awareness;</li> <li>• convey better understanding of the role of EH. <ul style="list-style-type: none"> <li>• Encourage support by public</li> <li>• Encourage new members, new customers, new business.</li> <li>• Increase profits.</li> <li>• Increase message penetration across different markets.</li> </ul> </li> </ul> <p>Possible responses may include:  L1: Publicity programmes by EH include events, concerts.  L2: Publications such as EH magazine will raise awareness by targeting one of EH main customer segments.  L3: Publications such as EH mag are useful for targeting specific members however these may be expensive and must be monitored to in order to justify expense.  Any other valid suggestion.</p>	A02 4 A03 4 A04 4	15.2.2	Levels 1,2,3 1-4 5-8 9-12
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(d)	<p><b>Discuss how a PEST analysis could assist English Heritage when planning its marketing activities.</b></p> <p><b>Level 1: (1-4 marks)</b> Candidate applies knowledge of PEST analysis to EH.</p> <p><b>Level 2: (5-8 marks)</b> <i>Candidate explains/analyses how a PEST analysis could assist EH with planning its marketing activities..</i></p> <p><b>Level 3: (9-12 marks)</b> <i>Candidate evaluates how PEST could assist EH with planning its marketing activities..</i></p> <p><b>Note:</b> PEST analysis is very important that an organisation considers its environment before beginning the marketing process. In fact, environmental analysis should be continuous and feed all aspects of planning.</p> <p>Political factors:</p> <ul style="list-style-type: none"> <li>the actions of governments (both national and local) can have major effects on Travel and Tourism organisations eg at the national level</li> <li>government controls taxation/is responsible for the introduction of new (or abolition of existing) laws and regulations. At the local level authorities set spending levels and allocates grants. English Heritage receives grants.</li> </ul> <p>Economic factors:</p> <ul style="list-style-type: none"> <li>distribution of wealth and the level of national income. Can often not be disassociated from political factors eg government changes in the amount of VAT levied on certain products can affect demand. English Heritage relies on charitable status and memberships, donations that can be subject to tax.</li> </ul> <p>Social factors:</p> <ul style="list-style-type: none"> <li>have a direct influence on the demand for particular types of product/service eg aging population structure and the type of activities that English Heritage can offer – linked to their properties, events etc.</li> </ul> <p>Technological factors:</p> <ul style="list-style-type: none"> <li>developments in technology give rise to new products, services and market opportunities. Computer internet, transport, have all been revolutionised by advances in technology.</li> </ul> <p>Possible responses may include: L1: PEST stands for... L2: The state of the economy and level of national income will have an impact on the amount of money that EH may be able to spend on e.g., their marketing activities such as.....as they rely on grants and have charitable status. L3:A change in the economy and budgets set by the Government will impact on the grants issued to orgs., EH relies on charitable status, however this may result in a search for funding elsewhere and extend marketing activities to encompass extra funding through sponsorships, etc..... Any other valid suggestion.</p>	A01 4 A02 4 A03 4	15.2.4	Levels
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2 (a)	<p><b>Explain what is meant by the term ‘target market’.</b></p> <p><i>Up to two marks for explanation.</i></p> <p>Possible responses may include:  customers that an organisation considers most likely to use products/services (1);  for development point e.g., all marketing activity aimed at the group (1);  any other valid suggestion.</p>	A01	15.2.3	1+1
(b)	<p><b>Identify <u>four</u> target markets of English Heritage.</b></p> <p><i>One mark for each correct identification up to a maximum of four identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• domestic holiday makers (1);</li> <li>• UK coach operators/travel trade (1);</li> <li>• English Heritage Members (1);</li> <li>• individual and group (1);</li> <li>• disabled visitors (1);</li> <li>• school groups (1);</li> <li>• students (1);</li> <li>• ABC1, C2 (1);</li> <li>• overseas (1);</li> <li>• any other valid suggestion.</li> </ul>	A02	15.2.3	4*1
(c)	<p><b>Explain <u>two</u> ways in which English Heritage identifies potential customers through its direct marketing campaigns.</b></p> <p><i>Up to two marks for each explanation.</i></p> <p>Possible responses may include:  using lifestyle lists bought in (1) sourced from other organisations (1);  response to targeted mail shots (1), 100,000 households with letter, leaflet, application form (1);  look at characteristics of current members (1) send mailing to people of similar characteristics (1);  any other valid suggestion.</p>	A02	15.2.4	2+2

(d)	<p><b>Evaluate the benefits of direct marketing to travel and tourism organisations such as English Heritage.</b></p> <p><b>Level 1: (1-4 marks)</b>  <i>Candidate applies knowledge of direct marketing to leisure organisations.</i></p> <p><b>Level 2: (5-8 marks)</b>  <i>Candidate explains/analyses benefit(s) of direct marketing to leisure organisations such as EH.</i></p> <p><b>Level 3: (9-12 marks)</b>  <i>Candidate evaluates benefits of direct marketing to leisure organisations such as EH.</i></p> <p><b>Note:</b> From:</p> <ul style="list-style-type: none"> <li>• direct approach can choose from mailing lists;</li> <li>• telemarketing;</li> <li>• door-to-door;</li> <li>• media direct response.</li> </ul> <p>Direct approach:</p> <ul style="list-style-type: none"> <li>• targets specific categories with specific products and services – by using ACORN;</li> <li>• can target previous users;</li> <li>• persuades customers to buy products;</li> <li>• can monitor responses and react accordingly;</li> <li>• saves time;</li> <li>• saves wastage of resources;</li> <li>• saves money.</li> </ul> <p>Possible responses may include:  L1: Direct marketing is.....and EH use it to target new members.  L2: E.H will use direct marketing from bought in mailing lists as they know that this will specifically target the types of customers that they wish to attract, e.g., ABC1, etc.  L3: EH will save time, money and resources by using tested methods of direct marketing such as media response set in related magazines, although there may be hidden costs and resources will not be saved if the responses are not successful or monitored correctly.  Any other valid suggestion.</p>	AO1 4 AO3 4 AO4 4	15.2.4	Levels
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(e)	<p><b>English Heritage works with partners in order to promote itself. Identify <u>two</u> such partners.</b></p> <p><i>One mark for each correct identification up to a maximum of two identifications.</i></p> <p>Possible responses may include:</p> <ul style="list-style-type: none"> <li>• Historic Houses Association (1);</li> <li>• National Trust (1);</li> <li>• local tourism consortia (1);</li> <li>• BTA (1);</li> <li>• ETC (1);</li> <li>• RTBs (1);</li> <li>• any other valid suggestion.</li> </ul>	A02	15.2.2	2*1
(f)	<p><b>Using examples, assess the advantages and disadvantages of joint marketing initiatives for travel and tourism organisations such as English Heritage.</b></p> <p><b>Level 1: (1-4 marks)</b> <i>Candidate applies knowledge of joint marketing (initiatives) to leisure organisations;</i></p> <p><b>Level 2: (5-8 marks)</b> <i>Candidate explains/analyses advantage(s)/disadvantage(s) of joint marketing initiatives to leisure organisations such as EH.</i></p> <p><b>Level 3: (9-12 marks)</b> <i>Candidate evaluates benefit(s) of joint marketing initiatives to leisure organisations such as EH.</i></p> <p><b>Note:</b> Advantages:</p> <ul style="list-style-type: none"> <li>• saves money;</li> <li>• co-ordinated development;</li> <li>• saves time;</li> <li>• helps increase visitor numbers;</li> <li>• covers a wider target market, i.e. gets better coverage, wider range;</li> <li>• support and backing.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• mixed messages;</li> <li>• may lose interest or reader – message is watered down, i.e. confuses the customer;</li> <li>• may fail;</li> <li>• may create difficult relationships with partners;</li> <li>• may favour some promotions more than others.</li> </ul> <p>Possible responses may include: L1: Advantages of joint marketing include saving money, resources, etc. L2: You save money because staff pool ideas and resources which makes it easier to reach a larger target market. L3: Initiatives must be for the benefit of all organisations involved otherwise damage to useful relationships may occur. Nevertheless, ads outweigh the disads because ..... Any other valid suggestion.</p>	A01 2 A02 2 A03 4 A04 4	13.2.2	Levels

3 (a)	<p><b>What is meant by the ‘travel trade’?</b></p> <p><i>For one mark:</i></p> <ul style="list-style-type: none"> <li>not general public (1);</li> <li>from the travel and tourism industry (1);</li> <li>any other valid suggestion.</li> </ul>	A01	15.2.4	1
(b) (i)	<p><b>Explain what is meant by the term ‘discount pricing’.</b></p> <p><i>Up to two marks for each description.</i></p> <p>Possible responses may include:  reduced price for certain types of customers/groups at certain times (1);  for development point, e.g. discount pricing is widely used in the t and t industry includes numerous sales promotions and special offers, e.g. two for the price of one (1);  any other valid suggestion.</p>	A01	15.2.4	1+1
(ii)	<p><b>Suggest and justify other pricing policies that could be used by English Heritage.</b></p> <p><b>Level 1: (1-3 marks)</b>  Candidate identifies/suggests other pricing policy(ies) which could be used by EH.</p> <p><b>Level 2: (4-6 marks)</b>  Candidate explains/analyses other pricing policy(ies) which could be used by EH.</p> <p><b>Level 3: (7-9 marks)</b>  Candidate evaluates other pricing policies which could be used by EH.</p> <p><b>Note:</b> From:</p> <ul style="list-style-type: none"> <li>market penetration pricing – setting lower price when entering a new market to attract new business;</li> <li>cost-plus pricing – establishing total costs and adding standard margin of profit;</li> <li>competitive pricing – keeping prices in line with competition  variable pricing – change prices according to customer types, season, day, etc  market skimming strategy – adopting of a high price to show quality and status;</li> <li>break even pricing – charging price which covers costs (fixed and variable) no profit added on.</li> </ul> <p>Possible responses may include:  L1: EH could use variable pricing this is where .....  L2: If EH use variable pricing this will allow a fairer pricing strategy and create more interest in the attractions which will result in more visits, more repeat visits and profit.  L3:E.H could use variable pricing, however it may be better to incorporate competitive pricing because they may loose custom to other similar organisations and as a charity this would impinge on their successes.....  Any other valid suggestion.</p>	A01 3 A03 3 A04 3	15.2.4	Levels

(c)	<p><b>Apart from postal surveys, evaluate other forms of market research that may be appropriate for English Heritage.</b></p> <p><b>Level 1: (1-4 marks)</b> Candidate applies knowledge of other form(s) of market research to EH.</p> <p><b>Level 2: (5-8 marks)</b> <i>Candidate analyses other forms of market research which might be appropriate to EH.</i></p> <p><b>Level 3: (9-12 marks)</b> <i>Candidate evaluates other forms of market research which might be appropriate to EH.</i></p> <p><b>Note:</b> From:</p> <ul style="list-style-type: none"> <li>• focus groups;</li> <li>• observation;</li> <li>• mystery shopper;</li> <li>• questionnaires (tele, personal, internet, text).</li> </ul> <p>Can accept secondary research if made clear how linked to EH. (Previous surveys, etc)</p> <p>Possible responses may include: L1: Other forms of m.r. include – focus groups, observations, mystery shoppers, etc. L2: Mystery shoppers are useful because they can identify successes and failures at any of the E.H. sites. L3: The success of focus groups may be affected by the amount of resources required. The results are often from a small sample and this may not give a complete or accurate picture to E.H. Therefore, it may be more beneficial for them to conduct telephone questionnaires because..... Any other valid suggestion.</p>	A01 4 A03 4 A04 4	15.2.3	Levels
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(d)	<p><b>Assess why it is important that English Heritage operates in accordance with the law when preparing marketing communications.</b></p> <p><b>Level 1: (1-3 marks)</b>  <i>Candidate identifies aspects of the law which affect marketing communications.</i></p> <p><b>Level 2: (4-6 marks)</b>  <i>Candidate explains/analyses the need for EH to operate within the law when preparing marketing communications.</i></p> <p><b>Level 3: (7-9 marks)</b>  <i>Candidate evaluates the need for EH to operate within the law when preparing marketing communications.</i></p> <p><b>Note:</b> From:</p> <ul style="list-style-type: none"> <li>• Acts must be appropriate to English Heritage;</li> <li>• Trade Description Act 1968;</li> <li>• Consumer protection Act 1987;</li> <li>• Data protection Act 1988;</li> <li>• EU package Travel Directive.</li> </ul> <p>EH must tell the truth and not mislead customers.  Must prove accurate information.  Can lose public confidence.  Can be fined – taken to court and sued.  Will lose business.  May have to close down part of the business affected by the Act.  May have to withdraw promotion/advert etc and lose money re-print brochures/leaflets which is costly.  Can link answers to regulatory bodies Ofcom and ASA.</p> <p>Possible responses may include:  L1: The Trades Description Act is an act which protects consumers.  L2: The Trades Description Act means that brochures/leaflets must be correct and not mislead the public in any way such as they should give a clear and accurate description of attractions like Stonehenge, including access.....  L3: The Trades Description Act protects both consumer and organisation by.....but If the Trades Description Act is not adhered to, EH may have to withdraw their brochures/leaflets and undertake a reprint. This could be costly and time consuming. They may lose public faith resulting in lost revenue, etc.....Ultimately, EH should try to remain within the law as .....</p> <p>Any other valid suggestion.</p>	A01 3 A03 3 A04 3	15.2.4	Levels
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# Grade Thresholds

GCE Travel and Tourism (H189/H389/H589/H789)

January 2008 Examination Series

## Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G721	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G722	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G724	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G725	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G726	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G727	Raw	50	41	36	31	26	22	0
	UMS	100	80	70	60	50	40	0
G729	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0
G730	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0
G731	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0
G732	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0
G733	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0
G735	Raw	50	42	37	32	27	22	0
	UMS	100	80	70	60	50	40	0

## Examined Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G720	Raw	100	81	71	61	51	42	0
	UMS	100	80	70	60	50	40	0
G723	Raw	100	81	71	61	52	43	0
	UMS	100	80	70	60	50	40	0
G728	Raw	100	83	73	63	54	45	0
	UMS	100	80	70	60	50	40	0
G734	Raw	100	78	68	58	48	38	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Uniform marks correspond to overall grades as follows.

Advanced Subsidiary GCE (H189)

Overall Grade	A	B	C	D	E
UMS (max 300)	240	210	180	150	120

Advanced Subsidiary GCE (Double Award) (H389)

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 600)	480	450	420	390	360	330	300	270	240

Advanced GCE (H589)

Overall Grade	A	B	C	D	E
UMS (max 600)	480	420	360	300	240

Advanced GCE (Double Award) (H789)

Overall Grade	AA	AB	BB	BC	CC	CD	DD	DE	EE
UMS (max 1200)	960	900	840	780	720	660	600	540	480

## Cumulative Percentage in Grade

Advanced Subsidiary GCE (H189)

A	B	C	D	E	U
4.88	18.29	45.12	84.15	98.78	100
There were 82 candidates aggregating in January 2008					

Advanced Subsidiary GCE (Double Award) (H389)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
0	0	5.88	11.77	29.41	47.06	58.82	70.59	82.35	100
There were 17 candidates aggregating in January 2008									

Advanced GCE (H589)

A	B	C	D	E	U
0	33.33	33.33	66.67	66.67	100
There were 3 candidates aggregating in January 2008					

Advanced GCE (Double Award) (H789)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
0	0	0	0	0	0	60.00	80.00	100	100
There were 5 candidates aggregating in January 2008									

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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