

## **Travel & Tourism**

Advanced GCE A2 H589/H789

Advanced Subsidiary GCE AS H189/H389

### **Mark Schemes for the Units**

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**January 2009**

**H189/H589/MS/R/09J**

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

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## G720 Introducing travel & tourism

Question	Expected Answer	Additional Guidance
<p>1(a) Describe each of the following: a multinational hotel;</p> <p>[2 marks] [2*1]</p>	<p><b>Up to two marks for description.</b></p> <p>Accommodation (✓) serviced accommodation provider (✓) worldwide (✓) chains of accommodation provider (✓).</p> <p>eg Hilton (✓) Holiday Inn (✓).</p>	<p>Vague response – maximum one mark.</p> <p>Example can be credited with second mark.</p>
<p>1(a) Describe each of the following: a guest house.</p> <p>[2 marks] [2*1]</p>	<p><b>Up to two marks for description.</b></p> <p>Sole trader (✓) (small) accommodation provider (✓) serviced accommodation (✓).</p> <p>Often only B&amp;B (✓).</p>	<p>Vague response – maximum <b>one</b> mark.</p> <p>Example can be credited with second mark.</p> <p>Description <b>must</b> differentiate from other forms of accommodation eg hotel. <b>Do not</b> accept short stay.</p>

Question	Expected Answer	Additional Guidance
<p><b>1(b)</b> <b>Explain three roles of VisitBritain.</b></p> <p><b>[6 marks]</b> <b>[2+2+2]</b></p>	<p><b>Up to two marks for each of three explanations.</b></p> <p>Identification of role:</p> <ul style="list-style-type: none"> <li>• promotion (✓);</li> <li>• research (✓);</li> <li>• preparation of strategy/policy (✓);</li> <li>• represents interest of industry (✓);</li> <li>• quality assurance role (✓);</li> <li>• produces reports (✓);</li> <li>• provides information/advice (✓)</li> <li>• improve international perceptions (✓)</li> <li>• improve image/appeal (✓)</li> <li>• increase number of visitors (✓).</li> </ul> <p>Explanation of role: national tourist board promoting England/Britain (✓) produces website/brochures/adverts (✓) carries out surveys (✓) carries out accommodation inspection (✓) does not run tourist facilities but offers advice (✓) delivers training (✓).</p>	<p>Candidates need to state the role for <b>one</b> mark – maximum three.</p> <p>There should be an explanation of the role for the second mark. Do <b>not</b> accept examples.</p> <p>Be mindful of repetition. However, allow promotion to overseas markets AND domestic markets as separate roles.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p> <p>Do <b>not</b> accept funding to attractions, hotels, etc.</p>

Question	Expected Answer	Additional Guidance
<p>1(c) Using the statistics in Document 2, draw valid conclusions about trends in tourism expenditure in London.</p> <p>[12 marks] [Levels]</p>	<p><b>Level 1: (1-4 marks)</b> The candidate identifies/describes particular statistics relating to trends in tourism expenditure in London.</p> <p><b>Level 2: (5-8 marks)</b> The candidate analyses particular statistics relating to trends in tourism expenditure in London.</p> <p><b>Level 3: (9-12 marks)</b> The candidate evaluates statistics making valid conclusions about trends in tourism expenditure in London.</p> <p><b>Statistics – indicative content:</b></p> <p><b>Doc 2a:</b></p> <ul style="list-style-type: none"> <li>• general overall upward trend from 1990;</li> <li>• forecast peak spend 2008.</li> </ul> <p><b>Doc 2c:</b></p> <ul style="list-style-type: none"> <li>• overall 2000-08 decrease domestic;</li> <li>• domestic variable since 2000;</li> <li>• eg decrease domestic 2000-02;</li> <li>• increase domestic 2003;</li> <li>• overseas variable since 2000;</li> <li>• overall 2000 – 08 overseas increase;</li> <li>• total spend increases from 2000 £10bn to 2008 £10.6bn.</li> </ul> <p>Analytical comment:</p> <p>Foot &amp; Mouth in 2001 led to decrease in overseas &amp; domestic visitors hence drop in expenditure (<b>L2</b>); Euro football championships led to increase in domestic &amp; overseas tourism hence increase in expenditure (<b>L2</b>)</p>	<p><b>NB - ONLY credit comments relating to expenditure;</b> <b>- IGNORE comments that relate solely to visitor numbers and nights.</b></p> <p><b>Level 1: [1-4 marks]</b> 1-2 marks – candidate identifies statistic(s) (MAX 2). 3-4 marks – candidate identifies <b>two</b> statistics <b>and</b> describes either/both statistics.</p> <p><b>Level 2: [5-8 marks]</b> 5-6 marks – candidate analysed statistic(s). 7-8 marks – candidate analyses <b>at least two</b> statistics.</p> <p>Analysis should demonstrate that the candidate can use the statistics in some way, eg by interlinking two statistics.</p> <p><b>Level 3: [9-12 marks]</b> 9-10 marks – candidate evaluates statistic(s). 11-12 marks – candidate evaluates at least <b>two</b> statistics.</p> <p>Evaluation should demonstrate that the candidate can reach some conclusions relating to the statistics.</p>

Question	Expected Answer	Additional Guidance
	<p>Periods of international conflict (9/11/Gulf/Iraq) lead to drop in domestic/inbound tourism hence decrease in expenditure (L2);</p> <p>Terrorism in London itself leads to a drop, but mainly in domestic tourism so decrease in domestic spend (L2);</p> <p>Peak in 2000 explained by huge leap in domestic tourism expenditure due to millennium celebrations/Dome (L2);</p> <p>Economic crisis around the world (Asian crisis/fuel costs/credit crunch) affect expenditure by both overseas &amp; domestic tourist (L2);</p> <p>SARS &amp; other international external events lead to a decrease in tourism &amp; hence expenditure (L2).</p> <p><b>Exemplar response:</b></p> <p>Tourism growth overall (L1) should lead to continued growth in expenditure, especially with special events such as Olympics (L2) which will promote a different and more positive image of London to the rest of the country (L2). This has happened in other places that have held the Olympics (L3) which is one reason why countries bid for them, even though there is great cost involved in staging them (L3).</p>	

Question	Expected Answer	Additional Guidance
<p><b>2(a)</b> Identify each of the following:</p> <p>riverside park at Pontoon Dock; biggest inner city farm in Europe; DLR station to use for Maritime Greenwich; DLR station to use for ExCel.</p> <p>[4 marks] [4*1]</p>	<p><b>One mark for each correct identification up to a maximum of four identifications.</b></p> <p>Thames Barrier Park (✓). Mudchute Farm (✓). Cutty Sark (✓). ) Accept if the whole phrase used Custom House (✓). ) from Case Study.</p>	<p>No other response possible to these questions.</p>
<p><b>2(b)</b> What is meant by each of the following:</p> <p>a world heritage site; a mainline rail connection; peak time.</p> <p>[6 marks] [2+2+2]</p>	<p><b>Up to two marks for each of three descriptions.</b></p> <p><b>World heritage site:</b></p> <p>UNESCO designation (✓) which is recognised as of international importance (✓) protected (✓); Historic Greenwich (✓).</p> <p><b>Mainline rail connection:</b></p> <p>(DLR) link with train stations (✓); integrated transport system (✓); Greenwich (✓).</p> <p><b>Peak time:</b></p> <p>Main period of travel (✓); Rush hour (✓).</p>	<p>Vague response – maximum <b>one</b> mark.</p> <p>Example can be credited with second mark.</p> <p>Peak time <b>MUST</b> relate to rush hour &amp; <b>not</b> seasonality.</p>



Question	Expected Answer	Additional Guidance
<p><b>2(c)</b> Identify and explain three ways in which the DLR ensures the safety of passengers.</p> <p><b>[6 marks]</b> <b>[1+1*3]</b></p>	<p><b>One mark for each correct identification up to a maximum of three identifications plus an additional one mark for each of three explanations.</b></p> <ul style="list-style-type: none"> <li>• CCTV (✓) monitors stations/trains (✓).</li> <li>• Stations patrolled by staff (✓) policing stations/trains (✓).</li> <li>• Staff on board every train (✓) offers info &amp; assistance (✓).</li> <li>• Passenger alarms (✓) easy to contact if problem (✓).</li> <li>• No bikes allowed (✓) need to be folded away (✓) allows more room (✓).</li> <li>• Ramps to trains (✓) ensure safe access (✓).</li> </ul>	<p>Answers must reflect the context of the question.</p> <p>2 marks can be awarded if answer is integrated in either 'Way' or 'Explanation'.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p> <p>Do NOT accept any response from the 'For further information' box.</p>
<p><b>2(d)</b> Describe three ticket options available on the DLR.</p> <p><b>[6 marks]</b> <b>[2+2+2]</b></p>	<p><b>One mark for each correct ticket option up to a maximum of three identifications plus an additional one mark for each of three descriptions.</b></p> <ul style="list-style-type: none"> <li>• Cash single (✓) return (✓) for one off journeys (✓).</li> <li>• Oyster card (✓) for those who travel regularly (✓) under 11's travel free (✓) cheaper/savings (✓).</li> <li>• Travel cards (✓) purchase for set period of time for any transport (✓) cheaper/savings (✓).</li> <li>• Rail pass (✓) purchase for set period of time for rail (✓) cheaper/savings (✓).</li> <li>• Rail River Rover (✓) allows DLR travel for that day</li> <li>• Family Rail River Rover (✓) allows DLR travel for that day (✓).</li> <li>• Reduced price child fare (✓) available on single return fares and Travel cards (✓).</li> </ul>	<p>Answers must reflect the context of the question.</p> <p>Be mindful of repetition.</p> <p>For additional mark allow reference to child fares for all ticket types <b>BUT</b> only once.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(a)</b>  <b>Explain two advantages to groups of pre-booking a trip on City Cruises RiverLiners.</b></p> <p><b>[6 marks]</b>  <b>[3+3]</b></p>	<p><b>One mark for each advantage up to a maximum of two advantages plus an additional two marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Cost (✓) discount (✓) if pre book group of 20 or more (✓).</li> <li>• No waiting (✓) pre booked departure time (✓) and space guaranteed (✓).</li> <li>• Meals on board (✓) these need to be pre booked (✓) group can sit together (✓) meals guaranteed (✓).</li> <li>• Phone to book (✓) ensure space is available (✓).</li> </ul>	<p>Answers must reflect the context of the question.</p> <p>As question relates to pre-booking groups accept reference to <b>family groups</b>.</p> <p><b>DO NOT</b> accept River Red Rover as an advantage or explanation.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>THREE</b> marks for the other sub-section.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(b)</b>  <b>Discuss the ways in which City Cruises RiverLiners meet the needs of those with mobility impairment.</b></p> <p><b>[6 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1: (1-2 marks)</b>  The candidate identifies/describes the ways in which the cruise meets the needs of those with mobility impairment.</p> <p><b>Level 2: (3-4 marks)</b>  The candidate analyses the ways in which the cruise meets the needs of those with mobility impairment.</p> <p><b>Level 3: (5-6 marks)</b>  The candidates evaluates the ways in which the cruise meets the needs of those with mobility impairment.</p> <p><b>What is on offer – indicative content: (do not accept blind, as not mobility impairment).</b></p> <ul style="list-style-type: none"> <li>• wheelchair accessibility;</li> <li>• wheelchair accessible toilets;</li> <li>• easy access from pier to lower saloon;</li> <li>• easy access to piers from street level;</li> <li>• wheelchair users &amp; attendant half fare.</li> </ul> <p><b>Exemplar response:</b></p> <p>All stages of access to the River-Liners accessible (L1) so easy (L1) for those with mobility impairment. Good facilities and accessibility (L2) will encourage more users from this group of visitors (L3).</p>	<p><b>Level 1: [1-2 marks]</b>  1 mark -Candidate identifies <b>one</b> way.  2 marks – Candidate identifies <b>more than one</b> way in which the needs of those with mobility impairment are met.</p> <p><b>Level 2: [3-4 marks]</b>  3 marks – Candidate makes valid analytical comment in relation to <b>one</b> way.  4 marks – candidate makes valid analytical comments in relation to <b>more than one</b> way.</p> <p><b>Level 3: [5-6 marks]</b>  5 marks – candidate makes evaluative comment in relation to <b>one</b> way.  6 marks – candidate makes evaluative comments in relation to <b>more than one</b> way.</p> <p>Features of a Level 2 response:  Correct identification of the way(s) in which the CCRL meets the needs of mobility impairment necessary to get to Level 2. <b>DO NOT</b> allow 'easy access' as a Level 2 response.</p> <p>Features of a Level 3 response:  Evaluation needs to relate directly to CCRL.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(c)</b>  <b>Compare and contrast the products, services and facilities of the Museum of London and the Tower of London.</b></p> <p><b>[10 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1: (1-5 marks)</b>  The candidate identifies/describes products, facilities and services of MOL and/or TOL.</p> <p><b>Level 2: (6-10 marks)</b>  The candidate compares <b>and</b> contrasts products, facilities and services of MOL and TOL.</p> <p><b>Products, facilities, services – indicative content:</b></p> <p><u>Tower of London:</u>  Part of Historic Royal Palaces;  Independent charity;  Membership scheme for HRP;  Home to crown jewels etc;  Open daily (exceptions Xmas &amp; New Year);  Seasonal opening times;  Admission charges;  Directions to Tower;  Location map;  Café;  5 shops;  Audio guides;  Costumed guides;</p> <p><u>Museum of London:</u>  Free entry;  Open all year;  Sunday opening shorter hours;  Directions;  Map;  Shop;  Café;  Free monthly newsletter/ mailing list;  Friend scheme;  History of London.</p>	<p><b>Level 1: [1-5 marks]</b>  1-2 marks – candidate identifies/describes product(s), facility(ies) and service(s) of MOL <b>or</b> TOL.  3 marks candidate identifies product(s), facility(ies) and service(s) of <b>both</b> MOL and TOL as a list.  4-5 marks – candidate identify(ies)/describe(s) product(s), facility(ies) and service(s) of <b>both</b> MOL and TOL.</p> <p>If candidate does not attempt to compare/contrast products, facilities and services of MOL and TOL – cannot move out of L1.</p> <p><b>Level 2: [6-10 marks]</b>  [6 marks] – candidate makes valid analytical comments in relation to <b>one</b> product, facility or service.  [7-8 marks] – candidate makes valid analytical comments in relation to <b>two</b> products, facilities or services. They <b>must</b> compare <b>and</b> contrast.  [9-10 marks] – candidate makes valid analytical comments in relation to <b>more than two</b> products, facilities or services.</p>

	<b>Expected Answer</b>	<b>Additional Guidance</b>
	<p><b>Exemplar response:</b></p> <p>There will be use of comparative language relating to the similarities/differences eg: both visitor attractions (L1); historic building of Tower as opposed to museum (L2); free entry to MOL (L1) but entrance fee for TOL (L2); both are open all year (L1); wider range of shops at TOL (L2); both have cafes (L2) but TOL also has a restaurant as a bigger attraction (L2); TOL has an audio guide, MOL does not (L2); MOL has a friend organisation TOL has a membership scheme of HRP (L2); both methods bring in income (L2).</p>	

Question	Expected Answer	Additional Guidance
<p>4(a) Identify and explain the three main reasons why people travel on day trips.</p> <p>[6 marks] [1+1*3]</p>	<p>One mark for each correct reason up to a maximum of three reasons plus an additional one mark for each of three explanations.</p> <ul style="list-style-type: none"> <li>• Leisure (✓) sightseeing to London (✓).</li> <li>• Business (✓) exhibition in London (✓).</li> <li>• VFR (✓) travel to see aunt in London (✓).</li> <li>• Sightseeing (✓) Tower of London (✓)</li> <li>• Attractions (✓) Museum of London (✓).</li> <li>• Paid holiday time (✓) easier to afford (✓).</li> <li>• Higher disposable income (✓) take more trips.</li> <li>• Car ownership up (✓) more convenient (✓).</li> <li>• Can't afford holidays (✓) credit crunch (✓).</li> <li>• Event (✓) Carnival (✓).</li> <li>• Easier access to transport (✓) air conditioned coaches (✓).</li> </ul>	<p>Answers must reflect the context of the question.</p> <p><b>DO NOT</b> accept example without valid reason</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>4(b)</b>  <b>Referring to Document 6, discuss the benefits to a tourist of annual adult membership of the Historic Royal Palaces.</b></p> <p><b>[8 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1: (1-3 marks)</b>  The candidate identifies/describes possible benefits to tourist of HRP adult annual membership.</p> <p><b>Level 2: (4-6 marks)</b>  The candidate analyses possible benefits to tourist of HRP adult annual membership.</p> <p><b>Level 3: (7-8 marks)</b>  The candidate evaluates possible benefits to tourist of HRP adult annual membership.</p> <p><b>Identification of what is on offer for membership – indicative content:</b></p> <ul style="list-style-type: none"> <li>• free entry to all HRPs;</li> <li>• free entry to Kew Palace (not gardens);</li> <li>• member only special events;</li> <li>• 10% discount.</li> </ul> <p><b>Exemplar response:</b></p> <p>Entry to Tower £16 (<b>L1</b>) so recoup cost of membership in under 3 visits (<b>L2</b>) good for Londoners or those who visit a lot as can make multiple visits over course of year (<b>L3</b>).</p> <p>Shop &amp; catering discount (<b>L1</b>) means members can take advantage of specialised shopping (<b>L2</b>) with exclusive gifts (<b>L3</b>).</p>	<p><b>Level 1: [1-3 marks]</b>  Each valid benefit without description = 1 mark.  1-2 marks – <b>one or two</b> benefit(s) identified  3 marks – <b>one or two</b> benefit(s) identified <b>and described</b>  One advantage identified and developed twice = MAX 3 marks.</p> <p><b>Level 2: [4-6 marks]</b>  4-5 marks – candidate makes valid analytical comments in relation to <b>one</b> benefit.  6 marks – candidate makes valid analytical comments in relation to <b>two or more</b> benefits.</p> <p><b>Level 3: [7-8 marks]</b>  7 marks – candidate makes valid evaluative comment(s) in relation to <b>one</b> benefit.  8 marks – candidate makes valid evaluative comments in relation to <b>two or more</b> benefits.</p> <p>Features of a Level 2 response:  Candidate needs to have accurately identified a benefit[s] to get to Level 2.</p> <p>Features of a Level 3 response:  Evaluation must relate directly to HRP.</p>

Question	Expected Answer	Additional Guidance
<p>4(c) Discuss the likely ways in which the Museum of London receives funding.</p> <p>[8 marks] [Levels]</p>	<p><b>Level 1: (1-3 marks)</b> The candidate identifies/describes likely ways the voluntary sector/MOL gains funding.</p> <p><b>Level 2: [4-6 marks]</b> The candidate analyses possible likely ways the voluntary sector/MOL gains funding.</p> <p><b>Level 3: [7-8 marks]</b> The candidate evaluates possible likely ways the voluntary sector/MOL gains funding.</p> <p><b>Ways – indicative content:</b></p> <p>donations; museum friend membership fee; secondary spend in shop; secondary spend in café; heritage lottery funding; grant from DCMS; grant from City of London; grant from Clare Duffield foundation; support from the Weston Family; sponsorship from BT.</p> <p><b>Exemplar response:</b></p> <p>Funding in voluntary sector comes from a variety of sources (L1) need to encourage visitors (L2) to ensure funding sources continue (L3) increase dwell time (L2) &amp; hence spend (L3) education aspect, free entry (L1) to encourage lifelong learning (L2) groups often buy souvenirs/secondary spend (L3). Friends group (L1) pay a subscription (L2) and organise fundraising activities (L3).</p>	<p><b>Level 1: [1-3 marks]</b> 1-2 marks - valid identification without description 3 marks - One way identified and developed</p> <p><b>Level 2: [4-6 marks]</b> 4-5 marks – candidate makes valid analytical comments in relation to <b>one</b> way. 6 marks – candidate makes valid analytical comments in relation to <b>two or more</b> ways.</p> <p><b>Level 3: [7-8 marks]</b> 7 marks – candidate makes valid evaluative comment(s) in relation to <b>one</b> way. 8 marks– candidate makes valid evaluative comments in relation to <b>two or more</b> ways.</p> <p>Features of a Level 2 response: Candidates need to have accurately identified a way[s] in which the voluntary sector/MOL is funded to get to Level 2.</p> <p>Features of a Level 3 response: Evaluation can relate specifically to the MOL, or to voluntary sector organisations in general.</p>



Question	Expected Answer	Additional Guidance
<p>5</p> <p><b>Evaluate the importance of the 2012 Olympic Games to domestic tourism.</b></p> <p>[12 marks] [Levels]</p>	<p><b>Level 1: (1-4 marks)</b> The candidate identifies/describes the importance of the Games to domestic tourism.</p> <p><b>Level 2: (5-8 marks)</b> The candidate analyses the importance of the Games to domestic tourism.</p> <p><b>Level 3: [9-12 marks]</b> The candidate evaluates the importance of the Games to domestic tourism.</p> <p><b>Indicative content:</b></p> <p>unique opportunity to showcase Britain; improve accommodation &amp; tourist facilities to match best in world; generate £billions in tourism benefits; although in London can benefit whole country; provide attractive &amp; diverse image of Britain; improve service to disabled; improve domestic flights/airports; maximise business tourism; sustainability issues; growth in domestic tourism; boost no of UK residents taking domestic hols; reverse decline in domestic overnight stays; allay fears of building site &amp; full London.</p> <p>Analytical comment:</p> <p>Growth in domestic tourism (<b>L1</b>), because of improved accommodation (<b>L2</b>) improved disabled facilities (<b>L2</b>). Olympic events will lead to greater expenditure (<b>L2</b>).</p>	<p><b>NB - ONLY credit comments relating to DOMESTIC tourism</b></p> <p><b>- Also be aware of negative impacts on domestic tourism eg hotels being full with media &amp; overseas visitors so little room &amp;/or too expensive for domestic tourists.</b></p> <p><b>Level 1: [1-4 marks]</b> 1-2 marks – candidate identifies/describes <b>one</b> point. 3-4 marks – candidate identifies/describes <b>two or more</b> points.</p> <p><b>Level 2: [5-8 marks]</b> 5-6 marks – candidate makes valid analytical comments in relation to <b>one</b> point 7-8 marks – candidate makes valid analytical comments in relation to <b>two or more</b> points.</p> <p><b>Level 3: [9-12 marks]</b> 9-10 marks – candidate makes valid evaluative comments in relation to <b>one</b> point. 11-12 marks – candidate makes valid evaluative comments in relation to <b>two or more</b> points.</p> <p>Features of a Level 2 response: Analytical comments may not come directly from the case study, but may relate to domestic tourism generally, relating comments to topically issues, such as the credit crunch [leading to more domestic tourism]; poor summer weather in UK [leading to less domestic tourism]; increase in flight costs [leading to more domestic tourism]; failure of travel companies/airlines [leading to more domestic tourism]</p> <p>Features of a Level 3 response: Evaluative comments can relate to the case study or domestic tourism/Olympic effect on this in general.</p>

Question	Expected Answer	Additional Guidance
	<p>More awareness of domestic tourism as in spotlight (L2)  the Olympic potential (L1) needs to be viewed as more than one event (L2) with the promotion of London/Britain being a catalyst for domestic tourism (L2). Olympics will highlight country (L1) &amp; give sense of pride (L2) which may lead to increased domestic tourism (L2).</p> <p><b>Exemplar response:</b></p> <p>Olympics will provide a unique opportunity to showcase Britain (L1) helping to promote the country as a tourist destination domestically (L2). This should lead to an increase in domestic tourism, not just for the Olympics, but afterwards (L3) and hence an increase in the balance of payments (L3). Also opportunity to improve accommodation &amp; tourist facilities (L1) which would encourage more visitors (L2) and more expenditure (L2) many of whom currently consider London expensive, compare with going abroad (L3) and lacking in facilities.</p>	

## G723 International travel

Question	Expected Answer	Additional Guidance
<p><b>1(a)</b> Identify each of the following:</p> <p>the arrival airport to be used; the accommodation to be used; the resort destination used in Puglia.</p> <p>[3 marks] [3*1]</p>	<p><b>One mark for each correct identification up to a maximum of three identifications.</b></p> <p>Arrival airport: Bari (✓). Accommodation: Corte Altavilla Hotel (✓). Resort destination in Puglia: Conversano (✓).</p>	
<p><b>1(b)</b> Identify three likely characteristics of a 'boutique hotel' such as that identified in Fig. 1.</p> <p>[3 marks] [3*1]</p>	<p><b>One mark for each correct identification up to a maximum of three identifications.</b></p> <p>Small size (✓). Limited number of rooms (✓). High quality (3*+)/luxurious (✓). Attentive service (✓). Relatively expensive (✓). Conversion of old/historic property (✓).</p>	
<p><b>1(c)</b> Suggest and explain two likely reasons why this short break is only available until November.</p> <p>[4 marks] [1+1*2]</p>	<p><b>One mark for each correct identification up to a maximum of three identifications plus a further one mark for each of three explanations.</b></p> <p>Correct ideas will include:</p> <ul style="list-style-type: none"> <li>• seasonality (✓) – end of the main visitor period (✓) or owners holiday (✓);</li> <li>• low demand in December for this type of product (✓) – Xmas season in UK &amp; Italy (✓);</li> <li>• weather (✓) – cool, wet winters in this region limit potential (✓).</li> <li>• vegetables in season (✓) – cooking course ingredients (✓)</li> </ul> <p>Credit all valid reasoning.</p>	<p>Candidates need to state the reason for one mark – maximum two.</p> <p>There should be an explanation of the reason for the second mark.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>1(d)</b>  <b>Suggest and explain three likely advantages to travellers of an escorted walking tour being included as part of the itinerary for this short break.</b></p> <p><b>[6 marks]</b>  <b>[1+1*3]</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• cost (✓) – may be cheaper than booking in resort (✓).</li> <li>• convenience (✓) – saves having to arrange themselves (✓).</li> <li>• guide can answer questions (✓) – provide specific information on 1-to-1 basis (✓).</li> <li>• see sights (✓) – not get lost (✓).</li> </ul>	<p>We are inviting the candidate to consider a range of factors and issues that all contribute to the continued operation of low-cost carriers.</p> <p>Candidates need to state the advantage for one mark – maximum three.</p> <p>There should be an explanation of the advantage for the second mark.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>1(e)</b>  <b>Discuss the factors which allow low cost/budget airlines to operate cheap flights in Europe.</b>  <b>[9 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-3 marks)</b>  The candidate identifies/describes factors that allow budget operators to offer cheap flights.</p> <p><b>Level 2 - (4-6 marks)</b>  The candidate analyses one (at the lower end) or more of the factors that allow budget airlines to offer cheap flights to UK customers.</p> <p><b>Level 3 - (7-9 marks)</b>  The candidate evaluates at least two of the factors that allow budget airlines to offer low prices. This can be awarded to those who make reasoned evaluative comments about two or more types of factor and full marks can be awarded to those who come to a valid conclusion about the forces in operation.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• a single passenger class.</li> <li>• a single type of <u>airplane</u>, commonly the <u>Airbus A320</u> or <u>Boeing 737</u> (reducing training and servicing costs).</li> <li>• a simple fare scheme (typically fares increase as the plane fills up, which rewards early reservations).</li> <li>• unreserved seating (encouraging passengers to board early and quickly).</li> <li>• flying to cheaper, less congested secondary <u>airports</u> (avoiding air traffic delays and taking advantage of lower landing fees).</li> <li>• short flights and fast turnaround times (allowing maximum utilization of planes).</li> <li>• simplified routes, emphasizing point-to-point transit instead of transfers at hubs (again enhancing aircraft utilization and eliminating disruption due to delayed passengers or luggage missing connecting flights).</li> </ul>	<p>L2 – 4 marks – candidate analyses one factor.  L2 – 5-6 marks – candidate analyses two or more factors.</p> <p>L3 – 7 marks – candidate evaluates one factor.  L3 – 8-9 marks – candidate evaluates two or more factors.</p>

Question	Expected Answer	Additional Guidance
	<ul style="list-style-type: none"> <li>• emphasis on direct sales of tickets, especially over the Internet (avoiding fees and commissions paid to <u>travel agents</u> and <u>Computer Reservations Systems</u>).</li> <li>• employees working in multiple roles, for instance flight attendants also cleaning the aircraft or working as gate agents (limiting personnel costs).</li> <li>• "Free" in-flight catering and other "complimentary" services are eliminated, and replaced by optional paid-for in-flight food and drink (which represent an additional profit source for the airline).</li> <li>• aggressive <u>fuel hedging</u> programmes low or lower operating costs relative to their competitors.</li> </ul> <p><b>Exemplar response:</b>  The terms 'low cost/budget' originated within the airline industry referring to airlines with a low - or lower - operating cost structure (<b>L1</b>) than their competitors. Through popular media the term has since come to define any carrier with low ticket prices (<b>L1</b>) and limited services (<b>L1</b>) regardless of their operating costs. With the advent of aviation <u>deregulation</u> (<b>L1</b>) the model spread in <u>Europe</u>, the most notable successes being <u>Ireland's Ryan air</u>, which began low-fares operations in 1991, and <u>easy Jet</u>, formed in 1995. Low-cost carriers pose a serious threat to traditional "full service" airlines, since the high cost structure of full-service carriers prevents them from competing effectively on price (<b>L2</b>) - the most important factor among most consumers when selecting a carrier (<b>L2</b>). As the number of low-cost carriers has grown, these airlines have begun to compete with one another in addition to the traditional carriers. In Europe, the emphasis has remained on reducing costs and no-frills service. In 2004, Ryan air announced proposals to eliminate reclining seats, window blinds, seat headrest</p>	

Question	Expected Answer	Additional Guidance
	<p>covers, and seat pockets from its aircraft (L2). The biggest stimulus to growth has been the entry of new nations into the <a href="#">European Union</a> from <a href="#">Eastern Europe</a> and moves towards compliance with EU legislation by those who have not yet joined, has led to an extension of <a href="#">open skies</a> arrangements (L3). This has led to the establishment of low-cost routes by existing and new operators such as <a href="#">Wizz Air</a> (L3).</p>	

Question	Expected Answer	Additional Guidance
<p>2(a) From Fig. 2, identify two pieces of evidence which suggest that the attraction is popular with British visitors.</p> <p>[2 marks] [2*1]</p>	<p><b>One mark for each correct identification up to maximum of two identifications.</b></p> <p>Sign written in English (✓). Attraction accepts £GBP (✓).</p>	
<p>2(b) Discuss the advantages to school groups of using coach transport for such visits.</p> <p>[6 marks] [Levels]</p>	<p><b>Level 1 - (1-2 marks)</b> The candidate identifies reasons/advantages for coach transport choice.</p> <p><b>Level 2 - (3-4 marks)</b> The candidate analyses reasons for the use of coach transport.</p> <p><b>Level 3 - (5-6 marks)</b> The candidate evaluates reasons for the choice of such transport and we should credit all valid reasoning.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Costs – significant for school trips.</li> <li>• Convenience – access/transfers to battlefield sites.</li> <li>• Door-to-door – aids H&amp;S control of young persons. Route flexibility – allows for stops, sightseeing etc.</li> </ul>	<p>L2 – 3 marks – candidate analyses one reason. L2 – 4 marks – candidate analyses two or more reasons.</p> <p>L3 – 5 marks – candidate evaluates one reason. L3 – 6 marks – candidate evaluates two or more reasons.</p>



Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b> It is estimated that 2.6 million overseas trips made by coach from the UK each year and school groups represent a significant proportion of the total. Coach travel offers convenience, flexibility and competitive pricing (<b>L1</b>) all of which are important. Door to door transport reduces the need to change service provider (<b>L2</b>) which reduces the risk of children getting lost and makes supervision easier (<b>L2</b>). Also, stops can be arranged for the group's convenience rather than the operator's scheduled timetable (<b>L2</b>). The greatest attraction will be cost (<b>L3</b>) because school travel is very price-sensitive and coach travel offers savings compared with air and rail (<b>L3</b>).</p>	

Question	Expected Answer	Additional Guidance
<p><b>2(c)</b>  <b>Suggest and explain four ways in which this rail service is likely to meet their needs.</b></p> <p><b>[8 marks]</b>  <b>[1+1*4]</b></p>	<p><b>One mark for each correct identification up to a maximum of four identifications plus up to a further one mark for each of four explanations.</b></p> <ul style="list-style-type: none"> <li>• Eurostar has introduced “Business Premier” (✓) – dedicated exclusively to business travellers for those who want to make the most of their time (✓).</li> <li>• St Pancras International station opening saw journey time reduced by 20 minutes (✓) – saves time (✓).</li> <li>• fast track check-in London and Brussels (✓) – saves time (✓).</li> <li>• dedicated Business Premier carriages (✓) offering power sockets at seat, both UK and European compatible (✓).</li> <li>• exclusive business lounge access in London and Brussels (✓) – allows work or relaxation (✓).</li> <li>• city centre based (✓) - optional chauffeur service transfers (at additional cost) to and from the Station, for each leg of the journey (✓).</li> <li>• Eurostar is offering complimentary Wi-Fi access in the business lounges in London, and Brussels (✓) – aids business communications (✓).</li> </ul>	<p>Candidates need to state the way for one mark – maximum four.</p> <p>There should be an explanation of the way for the second mark.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>2(d)</b>  <b>Discuss how people's leisure travel choices may be influenced by local culture and traditions of a destination.</b></p> <p><b>[9 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-3 marks)</b>  The candidate identifies/describes ways in which cultural considerations can influence leisure destination choice. There will be only limited knowledge and understanding and answers will be superficial and lack much focus on particular destinations or the range of factors influencing choice.</p> <p><b>Level 2 - (4-6 marks)</b>  The candidate analyses one (at the lower end) or more of the cultural influences on particular destination choice from a range of variables.</p> <p><b>Level 3 - (7-9 marks)</b>  The candidate uses their knowledge and understanding to offer an evaluation of how individual leisure travellers' choice of destination is influenced by cultural considerations. We should expect a valid reasoned conclusion(s) for full marks. We should also reward those who argue in an appropriate manner about both destination awareness and the socio-cultural influences on the final selection process.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Educational trips.</li> <li>• Holiday excursions available.</li> <li>• attending an event (sport, music or dance festivals, etc).</li> <li>• Religious pilgrimages.</li> <li>• The growth of cultural and heritage tourism: from poetry and painting trips to cookery tours.</li> <li>• Cultural events which are supported by tourists, examples include: Trooping the Colour, battlefield re-enactments, film festivals etc.</li> </ul>	<p>This very open question invites the candidate to consider personal determinants of tourism demand and give emphasis to socio-cultural variables. The tourism experience is not one which can be standardised easily and each individual will have a unique experience. By looking at tourist motivation, it is clear that there are many influences on our decisions to travel. It is also clear that both tourism and culture are inextricably linked. Some people travel to experience culture, whilst others travel for different reasons but may become interested in the culture.</p> <p>L2 – 4 marks – candidate analyses one cultural/traditional factor.  L2 – 5/6 marks – candidate analyses two or more cultural/traditional factors.</p> <p>L3 – 7 marks – candidate evaluates one cultural/traditional factor.  L3 – 8/9 marks – candidate evaluates two or more cultural/traditional factors.</p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b>            Choice of leisure travel destination is influenced by many factors, some of which are clearly related to a person's socio-economic status – can they afford the cost of visiting a particular place (<b>L1</b>). However, final destination choice and particular travel arrangements are subject to a complex set of inter-relationships. Exploring the culture of a destination is important to some types of traveller. For example, visiting World Heritage Sites or visiting historic towns tends to characterise “Cultural tourists” who visit several locations/destinations during a trip and such visits can include specialised trips, cruises and tours (<b>L2</b>). Some individuals are even more specific and will travel with the sole purpose of visiting a large international event such as Rio's Carnival or New Orleans' Mardi Gras (<b>L2</b>). The World Tourist Organisation estimates that Cultural Tourism accounts for 37% of world travel and as a niche market is growing at the rate of 15% a year. This suggests that some people travel to experience culture, whilst others travel for different reasons but may become interested in the culture once at their chosen destination and then re-visit similar locations to repeat the experience (<b>L3</b>). Cultural tourism is evolving, partly as a result of changes in society and lifestyles. The cultural tourist of the past may have been a backpacker with many weeks to spare or an ardent fan of history keen to tick off a list of must-see World Heritage Sites but today they are far less easy to define (<b>L3</b>).</p>	

Question	Expected Answer	Additional Guidance
<p><b>3(a)</b> Identify three of Portsmouth's unique features which attract international travellers between London and Paris.</p> <p>[3 marks] [3*1]</p>	<p><b>One mark for each correct identification up to a maximum of three identifications.</b></p> <ul style="list-style-type: none"> <li>• Closest UK port to London (✓).</li> <li>• Closest UK port to Paris (✓).</li> <li>• Britain's best connected ferry port (✓).</li> <li>• Offers more routes and better motorway links than any of its competitors (✓).</li> <li>• At peak times the hourly throughput of cars is higher than at any other UK ferry port (speed &amp; efficiency) (✓).</li> <li>• Only UK port with a motorway (M275) running right to the entrance (✓).</li> </ul>	
<p><b>3(b)</b> Identify and explain two ways in which Portsmouth's passenger terminal has been made attractive for foot passengers</p> <p>[4 marks] [1+1*2]</p>	<p><b>One mark for each correct identification up to a maximum of two identifications plus up to a further one mark for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• A covered set down/pick up area for foot passengers (✓) – sheltered from bad weather (✓).</li> <li>• Ground floor accessibility (✓) – easier for passengers carrying bags etc (✓).</li> <li>• Direct access to shuttle bus service to ships (✓) – convenience (✓).</li> </ul>	<p>Allow <b>only one</b> reference to other listed terminal facilities eg waiting area or information point.</p> <p>Candidates need to state the way for one mark – maximum two.</p> <p>There should be an explanation of the way for the second mark.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>
<p><b>3(c)</b> Complete the table below by identifying a service/facility which meets each type of passenger need.</p> <p>[3 marks] [3*1]</p>	<p><b>One mark for each correct identification up to a maximum of three identifications.</b></p> <p><i>Mother with infant</i> = baby changing room or facilities for breastfeeding mothers (✓).</p> <p><i>Check personal e-mail</i> = Internet access (✓).</p> <p><i>Foreign currency</i> = bureau de change (✓).</p>	

Question	Expected Answer	Additional Guidance
<p><b>3(d)</b>  <b>Discuss the likely reasons why different ferry operators have booking offices located inside Portsmouth's passenger terminal.</b></p> <p><b>[6 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-2 marks)</b>  The candidate identifies reasons for locational choice.</p> <p><b>Level 2 - (3-4 marks)</b>  The candidate analyses reasons for the location.</p> <p><b>Level 3 - (5-6 marks)</b>  The candidate evaluates the choice of location.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Customer service (point of sale, alterations etc).</li> <li>• Impulse buying.</li> <li>• Marketing and promotional opportunities.</li> <li>• Competition.</li> </ul> <p><b>Exemplar response:</b>  Operators choose to locate at the terminal for the obvious reasons of maximising revenue (<b>L1</b>) and providing a service to customers without a booking or who need to make changes (<b>L1</b>). This is simply a part of the chain of distribution (<b>L2</b>) and allows them to have direct access to potential customers (<b>L2</b>). The main reasons they locate there are to better meet customer needs and to compete with rival operators (<b>L3</b>). If they did not have an office there, casual foot passengers might look elsewhere thus limiting sales (<b>L3</b>).</p>	<p>This is set in the context of channels of distribution, with companies making their products and services available direct to the public.</p> <p>L2 – 3 marks – candidate analyses one reason.  L2 – 4 marks – candidate analyses two or more reasons.</p> <p>L3 – 5 marks – candidate evaluates one reason.  L3 – 6 marks – candidate evaluates two or more reasons.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(e)</b>  <b>Assess the services which are provided by Tourist Information Centres in the UK for the convenience of international travellers.</b></p> <p><b>[9 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-3 marks)</b>  The candidate identifies/describes services provided by TICs for the convenience of international travellers.</p> <p><b>Level 2 - (4-6 marks)</b>  The candidate analyses one (at lower end) or more of these services.</p> <p><b>Level 3 - (7-9 marks)</b>  The candidate evaluates at least two services appropriate to international travellers and we should expect a valid reasoned conclusion for full marks.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Accommodation booking.</li> <li>• Information about local attractions.</li> <li>• Tickets for tours, theatres &amp; events.</li> <li>• Souvenirs.</li> <li>• Guide books.</li> <li>• Bureaux de change (larger TICs).</li> </ul> <p><b>Exemplar response:</b>  Travellers visit a TIC for a variety of reasons. Visitors new to a destination will want attraction information (<b>L1</b>) and the TIC can give advice where to go and provide different types of literature about local sites (<b>L2</b>). TIC staff speak foreign languages (<b>L1</b>) and this will make it easy for foreign visitors to understand (<b>L2</b>). The TIC will also provide accommodation services (<b>L1</b>) and the BABA scheme allows advance reservations to be made so visitors will have somewhere to stay (<b>L2</b>). Different travellers will have different needs and that explains why TICs provide things such as souvenirs, Bureau de Change and sell tickets for tours (<b>L3</b>). All these services help to make life more convenient for any given visitor to the destination (<b>L3</b>).</p>	<p>We should expect better answers to differentiate between business and leisure needs.</p> <p>This is set in the context of channels of distribution, with companies making their products and services available direct to the public.</p> <p>L2 – 4 marks – candidate analyses one service.  L2 – 5/6 marks – candidate analyses two or more services.</p> <p>L3 – 7 marks – candidate evaluates one service.  L3 – 8/9 marks – candidate evaluates two or more services.</p>

Question	Expected Answer	Additional Guidance
<p>4(a) Identify three destinations which Flight Centre predicts will become popular with UK families seeking adventure travel.</p> <p>[3 marks] [3*1]</p>	<p>One mark for each correct identification up to a maximum of three identifications.</p> <ul style="list-style-type: none"> <li>• China (Great Wall) (✓).</li> <li>• Vietnam (Mekong Delta) (✓).</li> <li>• Costa Rica (✓).</li> </ul>	
<p>4(b) Identify two European rivers which are popular cruise destinations for UK travellers.</p> <p>[2 marks] [2*1]</p>	<p>One mark for each correct identification up to a maximum of two identifications.</p> <ul style="list-style-type: none"> <li>• Rhine (✓).</li> <li>• Danube (✓).</li> </ul>	
<p>4(c) Identify and explain three reasons for the popularity of winter sports holidays.</p> <p>[6 marks] [1+1*3]</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• New resorts in low cost destinations (✓) – skiing is good value (✓).</li> <li>• High value of £ (✓) – skiing holidays are affordable (✓).</li> <li>• Not just skiing (✓) – range of other activities now possible (✓).</li> <li>• Very good for families (✓) – children can join clubs/ski schools (✓).</li> </ul>	<p>Candidates need to state the reason for one mark – maximum three.</p> <p>There should be an explanation of the reason for the second mark.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>



Question	Expected Answer	Additional Guidance
<p><b>4(d)(i)</b> Name two pieces of legislation which protect the UK consumer when purchasing travel products and services.</p> <p>[2 marks] [2*1]</p>	<p><b>One mark for each correct identification up to a maximum of two identifications.</b></p> <ul style="list-style-type: none"> <li>• Consumer Protection Act (✓).</li> <li>• Supply of Goods and Services Act (✓).</li> <li>• Data Protection Act (✓).</li> <li>• Trades Description Act (✓).</li> </ul>	
<p><b>4(d)(ii)</b> Explain how consumer protection legislation will influence the content of the window displays in Flight Centre's retail outlets.</p> <p>[3 marks] [3*1]</p>	<p><b>Up to three marks for explanation allowing development.</b></p> <p>The CPA makes it a criminal offence to mislead consumers as to the price at which any goods, services, accommodation or facilities are available (✓). Window advertising must be accurate (✓) and availability must be clear (✓).</p>	

Question	Expected Answer	Additional Guidance
<p><b>4(e)</b>  <b>Assess the ways in which the Civil Aviation Authority (CAA) influences international travel from the UK,</b>  <b>[9 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-3 marks)</b>  The candidate identifies/describes functions of the CAA.</p> <p><b>Level 2 - (4-6 marks)</b>  The candidate analyses one (at lower end) or more of these functions.</p> <p><b>Level 3 - (7-9 marks)</b>  The candidate evaluates at least two functions influencing international travel from the UK and we should expect a valid reasoned conclusion for full marks.</p> <p><b>Indicative content:</b>  The CAA is the UK's independent specialist aviation regulator. Its activities include:</p> <ul style="list-style-type: none"> <li>• economic regulation;</li> <li>• airspace policy;</li> <li>• safety regulation;</li> <li>• consumer protection.</li> </ul> <p><b>Exemplar response:</b>  The CAA is the UK's independent specialist aviation regulator. Its activities include economic regulation, airspace policy, safety regulation and consumer protection. It aim is to secure the best sustainable outcome for users of air transport services (<b>L1</b>). It also acts as expert adviser to the Government and collects, analyses and publishes statistical information on airlines and airports (<b>L1</b>).Of direct significance to individual travellers will be the CAA's role in the planning and regulation of all UK airspace including the navigation and communications infrastructure to support safe and efficient operations (<b>L2</b>). For example, it sets certain national safety standards and it oversees the activities of the aviation community and its level of compliance with both national and European safety</p>	<p>For example, the Consumer Protection Group regulates the finances and fitness of travel organisers, manages the Air Travel Organisers' Licensing (ATOL), licenses UK airlines and enforces European Council requirements, including Denied Boarding, Cancellation and Delay.</p> <p>L2 – 4 marks – candidate analyses one way.  L2 – 5/6 marks – candidate analyses two or more ways.</p> <p>L3 – 7 marks – candidate evaluates one way.  L3 – 8/9 marks – candidate evaluates two or more ways.</p>

Question	Expected Answer	Additional Guidance
	<p>standards (<b>L2</b>). However, as well as their overall safety, travellers are concerned about the security of their travel arrangements. Therefore, the consumer protection afforded by the ATOL scheme is probably most significant (<b>L3</b>). The CAA regulates UK tour operators and airlines which offers an additional security to travellers. It also enforces EC consumer regulations including 'Denied Boarding', 'Cancellation and Delay' and issues to do with Reduced Mobility access. Thus many types of individual traveller fall within these consumer protection roles (<b>L3</b>).</p>	

## G728 Tourism development

Question	Expected Answer	Additional Guidance
<p><b>1(a)</b> The Isle of Wight is a popular UK holiday destination. Describe two reasons for its appeal.</p> <p>[4 marks] [2+2]</p>	<p><b>Up to two marks for each of two descriptions.</b></p> <ul style="list-style-type: none"> <li>• History (✓), dates back to roman times (✓).</li> <li>• Royal connections (✓), Queen Victoria and Prince Albert chose to stay there (✓).</li> <li>• Yachting (✓), it is an island made famous by many yachting events (✓).</li> <li>• Cowes week (✓), annual regatta attracts many tourists (✓).</li> <li>• Scenery and countryside (✓).</li> <li>• Fossils and dinosaur remains (✓).</li> </ul>	<p>One mark for identifying reason second mark for description.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>
<p><b>1(b)</b> From Figs. 1a, 1b and 1c, identify two public sector organisations.</p> <p>[2 marks] [2*1]</p>	<p><b>One mark for each correct identification up to a maximum of two identifications.</b></p> <ul style="list-style-type: none"> <li>• Local council (✓).</li> <li>• Isle of Wight Tourist Board (✓).</li> <li>• English Tourism Council (✓).</li> </ul>	
<p><b>1(c)</b> Explain two roles of the English Tourism Council in developing tourism in the UK.</p> <p>[4 marks] [2+2]</p>	<p><b>Up to two marks for each of two explanations.</b></p> <p>Candidates may pick from the stimulus: the classifications scheme in operation (✓) and give an explanation of this (✓)..... and from their own knowledge development of the following:</p> <ul style="list-style-type: none"> <li>• the promotion of tourism in England;(✓) explain (✓).</li> <li>• grants (✓) and/or funding (✓) for English Tourism (✓).</li> <li>• partnerships with public sector (✓) in the development of tourism in England (✓).</li> <li>• uses assessors to classify accommodation (✓) and to maintain standards (✓)</li> </ul>	<p>One mark for identifying role second mark for explanation.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p> <p>Any reference to Enjoy England and Visit Britain are acceptable, however reference to marketing the UK overseas is not accepted.</p> <p>Reference to looking after the destination is not accepted</p>

Question	Expected Answer	Additional Guidance
<p>1(d)(i)</p> <p>What do the initials AONB stand for?</p> <p>[2 marks] [1]</p>	<p>For one mark.</p> <p>Area of Outstanding Natural Beauty (✓).</p>	
<p>1(d)(ii)</p> <p>State two aims of an AONB.</p> <p>[2 marks] [2*1]</p>	<p>One mark for each correct identification up to a maximum of two identifications.</p> <ul style="list-style-type: none"> <li>• To conserve and enhance the natural beauty of the landscape (✓).</li> <li>• To meet the need for quiet enjoyment of the countryside (✓).</li> <li>• To have regard for the interests of those who live and work there (✓).</li> <li>• To protect flora and fauna of an area (✓).</li> <li>• To protect history and culture of an area run by local authorities and community groups (✓).</li> </ul>	

Question	Expected Answer	Additional Guidance
<p><b>1(e)</b>  <b>With reference to environmental auditing (EA) and/or environmental impact assessments (EIA's), discuss possible methods which could be used on the Isle of Wight to protect the environment.</b></p> <p><b>[8 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 – (1-2 marks)</b>  The candidate identifies and/or describes methods.</p> <p><b>Level 2 – (3-4 marks)</b>  The candidate is able to analyse methods.</p> <p><b>Level 3 – (5-8 marks)</b>  The candidate will assess/evaluate methods.</p> <p><b>Indicative content:</b></p> <p>Planning control, visitor management, assessing environmental impact, creating footpaths, health and safety, monitoring all aspects of damage to flora and fauna, providing education for visitors, need for erosion prevention, etc.</p>	<p>Candidates are expected to know how environmental auditing and Environmental Impact assessment is used in an area.</p> <p>Features of a L2 response:  Assessment of the impact of method</p> <p>Features of a L3 response:  Methods in context with the Isle of Wight to achieve top L3  must include understanding of EIA/EA</p> <p>L2 – 3 marks – candidate analyses one method.  L2 – 4 marks – candidate analyses two or more methods.</p> <p>L3 – 5-6 marks – candidate evaluates one method with understanding of EIA/EA.  L3 – 7-8 marks – candidate evaluates two or more methods relating to the Isle of Wight.</p> <p>The candidate does need to consider both EIA and environmental auditing 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 skill 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>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>The environmental impacts tourism has on a destination include destruction, pollution, loss of panoramic views etc. to prevent or help prevent these impacts, there are a few methods that could be taken. Traffic management could be used (<b>L1</b>) as the number of tourists visits is a factor in destruction of a destination (ie the more tourists the higher the possibility of destruction). By reducing or managing the number of tourists the IOW may protect more land (<b>L2</b>). Another method may be to make tourists more aware during ferries or flights on board films, talks or handing of leaflets (<b>L1</b>) that make tourists aware of how important preserving the environment is may make them more careful whilst they are visiting (<b>L2</b>). Also fines (<b>L1</b>) for littering or purposely destroying plants etc would definitely make them think twice. As pollution especially from litter is one of the main negative impacts on a destination, the IOW may employ (<b>L1</b>) more local people, ask for volunteers or community groups to help with clean up projects. Not only after major events but on a regular basis. (<b>L3</b>). Introducing some, if not all, these methods is a sure way of protecting the environment (<b>L3</b>).</p>	

Question	Expected Answer	Additional Guidance
<p><b>1(f)</b>  <b>Other than environmental protection, assess the likely benefits to the Isle of Wight of its Tourism Development Plan.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 – (1-3 marks)</b>  The candidate identifies the benefits of the TDP.</p> <p><b>Level 2 – (4-6 marks)</b>  The candidate is able to describe benefits of the TDP.</p> <p><b>Level 3 – (7-9 marks)</b>  The candidate analyses benefit(s) of the plan.</p> <p><b>Level 4 – (10-12 marks)</b>  The candidate evaluates the benefit(s) of the plan.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• economic and social well being;</li> <li>• generates income;</li> <li>• multiplier effect;</li> <li>• job creation;</li> <li>• repeat business;</li> <li>• marketing (key customer groups);</li> <li>• sustainability (destination management);</li> <li>• providing a better tourism product.</li> </ul> <p><b>Exemplar response:</b></p> <p>The IOW's TDP is likely to bring economic benefits. There will be an increase in employment (<b>L1</b>) not only on a long term basis eg hotel work, but also short term eg construction crew (<b>L2</b>). The cut down on seasonal products (<b>L1</b>) mean more for locals to buy, with the increase of employment there will be more disposable income for the locals which means increase in the multiplier effect (<b>L2</b>). The increase in repeat business (<b>L1</b>) may also encourage new visitors which in turn increases the number of visitors to the IOW which increase profits and revenue (<b>L3</b>). The future increased</p>	<p>Candidates are expected to make full use of the case study to extract key information to recognise the ways in which this plan can bring benefits to the island.</p> <p>The skill of analysis and evaluation can only be awarded if direct evidence from the case study is used.</p> <p>Beware of negative aspects of benefits  Features of a L3 response:  Use of key information in case study and analysis of any part of the Development Plan framework .eg key customer groups/ marketing etc</p> <p>Features of a L4 response:  Summative evaluation of the benefits of the TDP -  Judgement of why the TDP is important for the long term success eg destination management, sustainability</p> <p>L3 – 7 marks – candidate analyses one benefit.  L3 – 8-9 marks – candidate analyses two or more benefits.</p> <p>L4 – 10 marks – candidate evaluates one benefit.  L4 – 11-12 marks – candidate evaluates two or more benefits.</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 (7/9) and then deciding whether it is weak/good analysis in Level 3 and also awarding the middle mark (11) and then deciding if it is weak/good evaluation in Level 4.</p>



Question	Expected Answer	Additional Guidance
	<p>wealth (L1) means that more money can be reinvested into the tourism industry (L3) which can be used to improve infrastructure which not only benefits the locals and tourists it is likely to attract more visitors (L4). With the IOW developing more, visitors will not have problems with increasing their spending which again increases the revenue of the island and is likely to improve the standard of living of the community (L3). Effectively managing the increased tourism in the IOW is likely to decrease negative impacts such as leakages (L4). This improves the balance of payments from the increased spending of tourists and the multiplier effect. Overall the IOW's development plan is likely to bring with it many benefits to everyone. The negative impacts that may occur do not outdo the positive impacts (L4).</p>	

Question	Expected Answer	Additional Guidance
<p><b>2(a)</b>  <b>Explain two economic objectives in developing a new tourist attraction in the Grand Canyon.</b></p> <p><b>[6 marks]</b>  <b>[3+3]</b></p>	<p><b>Up to three marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Employment opportunities (✓) – direct (✓) and/or indirect (✓).</li> <li>• Increased income (✓) – employees (✓) businesses (✓) government (✓).</li> <li>• Effects of the multiplier (✓) – explained (✓✓).</li> <li>• Development of the region (✓) – new tourist activities (✓) and facilities (✓) can be generated by tourism (✓).</li> <li>• Foreign exchange earnings (✓) – good for balance of payments (✓✓).</li> <li>• Increase in visitor number (✓) – benefits explained (✓✓).</li> </ul>	<p>The last of the three marks must refer to Grand Canyon.</p> <p>Really one mark for identifying objective second and third mark for development.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>THREE</b> marks for other sub-sections.</p>
<p><b>2(b)</b>  <b>Explain four ways in which this income is likely to be used.</b></p> <p><b>[8 marks]</b>  <b>[4*2]</b></p>	<p><b>Up to two marks for each of four explanations.</b></p> <ul style="list-style-type: none"> <li>• Environmental auditing (✓)/EIA (they should know this from Q1).explained (✓).</li> <li>• Provision of signs (✓) or notices (✓).</li> <li>• Employment of park rangers/wardens (✓).</li> <li>• Training of rangers/wardens (✓).</li> <li>• Upkeep of vehicles (✓).</li> <li>• Re-surfacing of roads and paths (✓).</li> <li>• Promotional campaigns (✓).</li> <li>• Infrastructure (✓) eg public toilets, car parks etc. (✓).</li> <li>• Wages or general employment (✓).</li> </ul> <p><b>Exemplar response:</b> The income may be used to maintain the national park (✓). If something becomes damaged and needs repairing then the entrance fees can help to pay for this (✓).</p>	<p>Visitors to the Grand Canyon have to pay an entrance fee into the National Park first.</p> <p>Really one mark for identifying way second mark for development.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>2(c)</b>  <b>Explain two possible reasons why some Hualapai Indians have objections to the Grand Canyon Skywalk.</b></p> <p><b>[4 marks]</b>  <b>[2+2]</b></p>	<p><b>Up to two marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Desecration of sacred ground (✓), against their beliefs/ancestors (1).</li> <li>• Interference with local traditions (✓), against their culture.</li> <li>• Breakdown of culture (✓), staged authentication.</li> <li>• Loss of national identity (✓), demonstration effect</li> <li>• disruption/intrusion into daily life (1), eg tourists taking photographs.</li> </ul> <p><b>Exemplar response:</b> Some may have objections because they feel it is a desecration of sacred ground (✓) They believe the ground should not be used for this purpose and may feel upset that this has happened (✓).</p>	<p>Really one mark for identifying reason second mark for development.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>2(d)</b>  <b>Discuss why training and employment of the Hualapai Indians in tourist related activities is important to the region.</b></p> <p><b>[8 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 – (1-2 marks)</b>  The candidate identifies and/or describes reason(s) why training and employment is necessary.</p> <p><b>Level 2 – (3-4 marks)</b>  The candidate analyses reason(s) why training and employment is necessary.</p> <p><b>Level 3 – (5-8 marks)</b>  The candidate discusses/evaluates reason(s) why training and employment is important to the region.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• preservation of culture/National identity/crafts, skills traditions for future of tribe;</li> <li>• no staged authenticity;</li> <li>• employment of local people (local traditions, future employment, guides;</li> <li>• meet international standing with tourists;</li> <li>• avoids conflict.</li> </ul> <p>Training and employment is important due to many of the reasons identified in the case study. The Hualapai run an Indian Village with daily shows depicting the culture. They also operate the boats and rafts. Without tourism training there is no guarantee of employment now and in the future. They need to safeguard their identity and skills whilst making use of these to attract visitors. They need to be trained so that they can compete internationally in terms of standards and quality of provision.</p>	<p>Candidates are expected to make full use of the case study to extract key information to recognise the ways in which this plan can bring benefits to the region.</p> <p>Do not accept economic impact or benefits unless in context with training</p> <p>Features of a L2 response:  Employment opportunities</p> <p>Features of a L3 response:  Preservation of national identity/Tourism training</p> <p>L2 – 3 marks – candidate analyses one reason.  L2 – 4 marks – candidate analyses two or more reasons.</p> <p>L3 – 5 marks – candidate evaluates one reason.  L3 – 6-8 marks – candidate evaluates two or more reasons.</p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>Training and employment is important to the region because it can help long term success (L1). Firstly employment is important because the area suffers from a high unemployment rate which can in turn cause poverty (L2). Employment is needed to give the Hualapai Indians a better quality of life. Training is important because they need to be aware (L1) of what the tourists needs are. For example, they may have to be able to communicate (L2) with the tourists and visitors so that the tourists can understand information given to them. This would meet the tourists' expectations (L3) also training and employment is important because the Hualapai Indians need to be able to cater for the tourist's needs (L1) if they do not do this then visitors may be put off visiting because their needs are not being catered for; for example if the Hualapai Indians are not trained in first aid and an accident happens they will not know how to handle the situation. Overall it is most important that the Hualapai Indians can communicate (L3) because without communication it will be difficult to work with Tourists.</p>	

Question	Expected Answer	Additional Guidance
<p><b>2(e)</b>  <b>Evaluate the likely socio-cultural impacts of tourism on the Hualapai Indians.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 – (1-3marks)</b>  The candidate identifies impact(s).</p> <p><b>Level 2 – (4-6 marks)</b>  The candidate describes impact(s)</p> <p><b>Level 3 – (7-9 marks)</b>  The candidate analyses the socio/cultural impact(s) of tourism and links to sustainable tourism.</p> <p><b>Level 4 – (10-12 marks)</b>  The candidate evaluates the socio/cultural impact(s) of tourism and relates to sustainable tourism.</p> <p><b>Indicative content:</b>  Positive:</p> <ul style="list-style-type: none"> <li>• setting of long term goals;</li> <li>• triangular relationship between host, tourist and commercial organisations;</li> <li>• setting of a policy to minimise cultural damage;</li> <li>• lack of hostility and conflict which creates a sustainable future;</li> <li>• cultural identity;</li> <li>• preservation of crafts;</li> <li>• provision of facilities for Hualapai Indians.</li> </ul> <p>Negative:</p> <ul style="list-style-type: none"> <li>• westernisation, eg western dress;</li> <li>• disruption of family life/moving away from home;</li> <li>• crime and conflict;</li> <li>• staged authenticity.</li> </ul>	<p>Features of a L3 response:  Preservation of identity and culture  Goal setting  Preservation of crafts</p> <p>Features of a L4 response must relate to case study:  Reduction of conflict  Long term policy of preservation of culture  Triangular relationship</p> <p>L3 – 7 marks – candidate analyses one impact.  L3 – 8/9 marks – candidate analyses two or more impacts.</p> <p>L4 – 10 marks – candidate evaluates one impact.  L4 – 11-12 marks – candidate evaluates two or more impacts.</p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>One of the main positive impacts is that it could lead to an improved quality of life, (L1) they will have more employment and as a result of the area wanting to make more attractive facilities for tourists it will indirectly benefit them because they will be able to use them as well (L1). However in other cases destinations can go one of two ways. In some cases an increase in tourism will aid cultural understanding (L1) through shared experiences because the Hualapai Indians will be able to teach visitors about their unique way of life (L2) on the other hand some destinations tend to experience a loss of cultural identity (L2) because in their bid to please tourists they begin to adopt foreign cultural traits as their own, this known as the demonstration effect (L3) and after a while this can deter tourists instead of attracting them. In other cases the hosts recognise that their unique culture and traditions are the reasons that people visit the area (L3). This is likely in this case, because the culture of the Hualapai Indians is so unusual is not very well known (L4) so they could help to restore and preserve their cultural identity and encourage them to pass on the knowledge and norms from generation to generation which may have degraded over time without this encouragement (L4) however if the area and attractions are not managed properly this greatly increases the likelihood of these negative impacts occurring. Management and effective planning is the key to maximising the positive impacts and minimising the negative so the area must be monitored to ensure the right things happen (L4).</p>	

Question	Expected Answer	Additional Guidance
<p><b>3(a)</b>  <b>Explain two reasons why Antarctic cruising only operates between November and February.</b></p> <p><b>[4 marks]</b>  <b>[2+2]</b></p>	<p><b>Up to two marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Southern hemisphere (✓) – reversal of seasons (✓) therefore it is their summer (✓).</li> <li>• Sea frozen over (✓) – inaccessible at other times of the year (✓).</li> <li>• Sea life, (✓) mammals etc (✓) – not visible at other times (✓), it is not worth people going then (✓).</li> </ul>	<p>Really one mark for identifying reason second mark for development.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>
<p><b>3(b)(i)</b>  <b>From Fig. 3a identify two private sector organisations.</b></p> <p><b>[2 marks]</b>  <b>[2*1]</b></p>	<p><b>One mark for each correct identification up to a maximum of two identifications.</b></p> <ul style="list-style-type: none"> <li>• Hurtigruten (✓).</li> <li>• Quark Expeditions (✓).</li> <li>• Voyages of Discovery (✓).</li> <li>• Orient Lines (✓).</li> <li>• P &amp; O (✓).</li> </ul>	
<p><b>3(b)(ii)</b>  <b>Explain two objectives of private sector organisations.</b></p> <p><b>[4 marks]</b>  <b>[2+2]</b></p>	<p><b>Up to two marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Private or shareholder ownership (✓) to return profits to shareholders (✓).</li> <li>• To provide catering, entertainment, transport etc. (✓) within the travel industry eg TUI (✓) or any other example (✓). Travel industry context accepted.</li> <li>• To make a profit (✓) to eliminate competition (✓) maximise income (✓), positive corporate image (✓).</li> </ul>	<p>Really one mark for identifying objective second mark for development.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>



Question	Expected Answer	Additional Guidance
<p><b>3(c)</b>  <b>Other than IAATO, give one example of an international travel and tourism organisation or pressure group with which you are familiar and discuss its role in the development of tourist destinations.</b></p> <p><b>[6 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 – (1-2 marks)</b>  The candidate identifies and describes role(s) of organisation.</p> <p><b>Level 2 – (3-4 marks)</b>  The candidate analyses role(s) of organisation.</p> <p><b>Level 3 – (5-6 marks)</b>  The candidate discusses/evaluates role(s) of organisation</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• preserve natural resources;</li> <li>• provide statistics or evidence;</li> <li>• help in the development of natural regions;</li> <li>• set international standards;</li> </ul> <p><b>Exemplar response:</b></p> <p>Tourism Concern:  Tourism concern works in destinations all over the world to help ensure that tourism always benefits local people (<b>L1</b>) they are actively campaigning to stop exploitative practices over the world where unauthorised tourism is taking place and destroying the positive impacts of tourism (<b>L2</b>); they work by receiving pleas for help from destinations and they will do their best to improve the situation (<b>L2</b>); they are a voluntary organisation and so rely on members' fees and donations to complete the work. They believe that it is important that destinations are involved in the decision making and changes to their destination to make it sustainable for the future and they work in support of destinations which are trying themselves to make a difference but do not have the resources (<b>L3</b>).</p>	<p><b>If named organisation is unrecognisable or incorrect, candidates may still achieve level 1 if relevant responses are given in relation to international organisations or pressure groups.</b></p> <p>Any INTERNATIONAL organisation or pressure group such as Greenpeace or Friends of the Earth, WWF, Tourism Concern, UNESCO, WTTC not private sector companies.</p> <p>L2 – 3 marks – candidate analyses one aspect of role.  L2 – 4 marks – candidate analyses two or more aspects of role.</p> <p>L3 – 5 marks – candidate evaluates one aspect of role.  L3 – 6 marks – candidate evaluates two or more aspects of role.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(d)</b>  <b>Discuss the possible measures which could be imposed by IAATO to minimise the negative environmental impacts of tourism in the Antarctic region.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 – (1-3 marks)</b>  The candidate identifies a measure(s).</p> <p><b>Level 2 – (4-6 marks)</b>  The candidates describes the measure(s) laid down by IAATO.</p> <p><b>Level 3 – (7-9 marks)</b>  Candidate analyses the measure(s) laid down by IAATO focusing on minimising the negative environmental impacts of tourism in the Antarctic region.</p> <p><b>Level 4 – (10-12 marks)</b>  Candidate evaluates the measure(s) laid down by IAATO focusing on minimising the negative environmental impacts of tourism in the Antarctic region.</p> <p><b>Indicative content:</b>  limit number of cruises, manage visitor numbers;  restrict sailing routes of cruises, and limit shore excursions;  litter and waste disposal;  education of tourists via leaflets, videos, DVDs on board ship;  avoid disturbance in breeding seasons;  introduce environmental taxes;  limit ship sizes, environmental ships;  control of disease and contamination of flora etc;  future protection of the environment;  range of measures.</p>	<p>Features of a L3 response:  Development of environmental issues ie conservation and protection of the area. Negative impacts of pollution.</p> <p>Features of a L4 response:  Long term success, sustainable tourism methods</p> <p>L3 – 7 marks – candidate analyses one measure.  L3 – 8-9 marks – candidate analyses two or more measures.</p> <p>L4 – 10 marks – candidate evaluates one measure.  L4 – 11-12 marks – candidate evaluates two or more measures.</p> <p><i>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 (6/8) 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.</i></p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>There are several measures that could be composed by IAATO to minimise negative environmental impacts. Firstly, they could fight to bring in certain laws (<b>L1</b>) which restrict the amount of transport which enters the Antarctic region. This would help to stop air pollution in the atmosphere (<b>L2</b>) which could have an adverse effect on the flora and fauna of the region. They could also help to restrict the amount of activities (<b>L1</b>) which are allowed to take place because activities such as cruising can damage the environment as the ships crash into the ice (<b>L2</b>). This can destroy the habitat of the fauna and they may die as a result (<b>L3</b>); they could also restrict the items which visitors are allowed to take with them (<b>L1</b>) or they could even educate them as to the consequences of their actions. For example invasive species (<b>L2</b>) are being brought into Antarctica so the visitors could spray themselves and their belongings with a spray that kills foreign species (<b>L2</b>). Also water and noise pollution is an increasing problem (<b>L1</b>) in Antarctica as the number of landing sites is increasing and therefore fuel emissions are on the rise from ships (<b>L2</b>). This can again destroy certain flora and fauna. Overall the most important measure which needs to be brought into place is the restriction in the amount of transport entering the area as this is the most adverse effect (<b>L4</b>).</p>	

## G734 Marketing in travel & tourism

Question	Expected Answer	Additional Guidance
<p><b>1(a)</b> Explain each of the following terms:</p> <p><b>brand leader;</b> <b>brand extension.</b></p> <p><b>[4 marks]</b> <b>[2+2]</b></p>	<p><b>Up to two marks for each of two explanations.</b></p> <p><b>Brand leader:</b></p> <p>Brand with highest share of the market (✓) in its category (✓) or similar.</p> <p><b>Brand extension:</b></p> <p>Refers to the situation in which a strong existing brand is used to create other products (✓) such as hotels, drinks etc (✓) that carry same brand title and image (✓).</p>	
<p><b>1(b)</b> Identify the two main target markets for easyJet.</p> <p><b>[2 marks]</b> <b>[2*1]</b></p>	<p><b>One mark for each correct identification up to a maximum of two identifications.</b></p> <ul style="list-style-type: none"> <li>• Leisure (✓).</li> <li>• Business (✓).</li> </ul>	
<p><b>1(c)</b> Explain four benefits to easyJet of having a strong brand.</p> <p><b>[8 marks]</b> <b>[4*2]</b></p>	<p><b>Up to two marks for each of four explanations.</b></p> <ul style="list-style-type: none"> <li>• The brand gives easyJet a distinctive identity and creates a unique image (✓) that is very easily identifiable and very distinct from competitors (✓).</li> <li>• Image is easily reinforced in many ways (✓) on planes, website and advertising generally (✓).</li> <li>• Brings profit (✓).</li> <li>• Brings extra customers (✓) by raising awareness with strong brand and promotions associated with the brand (✓).</li> <li>• Gives competitive advantage (✓).</li> </ul>	<p>One mark for identifying benefit second mark for explanation.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>1(d)</b>  <b>Evaluate the advantages and disadvantages to easyJet of having an online booking system.</b></p> <p><b>[8 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-2 marks)</b>  The candidate will identify either advantage(s)/disadvantage(s) of an on-line system.</p> <p><b>Level 2 - (3-4 marks)</b>  The candidate will analyse either advantage(s)/disadvantage(s) to easyJet of an on-line system.</p> <p><b>Level 3 - (5-8 marks)</b>  The candidate will evaluate the advantage(s)/disadvantage(s) to easyJet of having an on-line booking system.</p> <p><b>Indicative content:</b></p> <p>Advantages:</p> <ul style="list-style-type: none"> <li>• internet only is cheaper – reduced call centre costs, reduced staff training;</li> <li>• instant bookings;</li> <li>• can market quickly any available seats;</li> <li>• good links with advertising.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• may lose custom from non-computer users;</li> <li>• system may crash and lose bookings with no back up;</li> <li>• limits customer contact or similar.</li> </ul>	<p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 3 marks – candidate analyses either advantage(s) OR disadvantage(s).  L2 – 4 marks – candidate analyses both advantage(s) AND disadvantage(s).</p> <p>L3 – 5-6 marks – candidate evaluates either advantage(s) OR disadvantage(s).  L3 – 7-8 marks – candidate evaluates both advantage(s) AND disadvantage(s).</p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>Online booking systems are cheap (<b>L1</b>). This is because there will be less need for front-line staff and costs will be centralised in a call centre (<b>L2</b>). A disadvantage of this would be staff will still need to be trained and this takes time and money, (<b>L2</b>) the system may be vulnerable to crashing which causes loss of sales and results in a poor reputation for easyJet (<b>L3</b>). However, an on-line booking system allows instant bookings and can convert enquiries into sales quickly (<b>L3</b>).</p>	

Question	Expected Answer	Additional Guidance
<p><b>1(e)</b>  <b>Assess the effectiveness of national newspaper advertising to travel and tourism organisations such as easyJet.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-4 marks)</b>  The candidate will identify/describe the use of national newspaper advertising.</p> <p><b>Level 2 - (5-8 marks)</b>  The candidate will analyse the use of national newspaper advertising.</p> <p><b>Level 3 - (9-12 marks)</b>  The candidate will evaluate the effectiveness of national newspaper advertising. The answer is clearly linked to easyJet or similar organisation.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• targets specific segments cheaper than TV;</li> <li>• easyJet well known for 'clever ads';</li> <li>• can use colour;</li> <li>• distribution very wide and can benefit by regionalising of specific adverts for their corresponding airports eg Luton in Beds, Liverpool;</li> <li>• bigger distribution than buses – may not be as cheap as net or radio;</li> <li>• life span is shorter than buses and posters.</li> </ul>	<p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 5-6 marks – candidate analyses one use of national newspaper advertising.  L2 – 7-8 marks – candidate analyses two ore more uses of national newspaper advertising.</p> <p>L3 – 9-10 marks – candidate evaluates one way in which national newspaper advertising can be effective.  L3 – 11-12 marks – candidate evaluates two or more ways in which national newspaper advertising can be effective.</p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>Using national newspapers will enable messages to cover a wider number of customers throughout the UK (L1). Distribution can be enhanced by regional use of specific ads such as those that relate to easyJet's northern airports this means that promotional messages can be targeted directly to encourage use of eg, Liverpool airport where bookings may be lower and need to be encouraged (L2). Newspapers are expensive to advertise in and therefore each organisation must assess the costs and monitor the success. The distribution may be bigger but less effective as the targeted message may not reach the required market, this would be a waste of time and resources (L3).</p>	



Question	Expected Answer	Additional Guidance
<p>2(a)  <b>Explain two reasons why promotion is important for a travel and tourism product.</b></p> <p><b>[4 marks]</b>  <b>[2+2]</b></p>	<p><b>Up to two marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Stimulate demand (✓) create greater profit for organisation (✓).</li> <li>• Inform customers (✓) of new products/services or of a change in name or merger (✓), prevents loss of custom (✓).</li> <li>• Raise and maintain customer awareness (✓) so product or service is not forgotten (✓) and can continue in the market place (✓).</li> <li>• Provide incentives to purchase (✓) carrot and stick theory, gain greater market share and profit (✓).</li> </ul>	<p>One mark for identifying reason second mark for explanation.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>2(b)</b>  <b>Discuss the benefits to both easyJet and its customers of easyJet offering a range of fares.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-4 marks)</b>  The candidate will identify the benefit(s) of fares offered to either easyJet or its customers.</p> <p><b>Level 2 - (5-8 marks)</b>  The candidate will analyse the benefit(s) to either easyJet or its customers offering differing fares.</p> <p><b>Level 3 - (9-12 marks)</b>  The candidate will discuss the benefit(s) to easyJet and its customers of offering a range of fares.</p> <p><b>Indicative content:</b></p> <p>easyJet:</p> <ul style="list-style-type: none"> <li>• to spread demand;</li> <li>• attract more customers with different budget;</li> <li>• encourage customers to make early bookings – gives co money up front and helps with booking information;</li> <li>• gain more bookings and eventually profit;</li> <li>• gives fantastic marketing and promotional opportunities;</li> <li>• encourage more people to travel at off-peak times or when demand is low;</li> <li>• grow the market;</li> <li>• stay brand leader;</li> <li>• stay ahead of competition, eg, ryanair.</li> </ul> <p>Customer:</p> <ul style="list-style-type: none"> <li>• know that by buying earlier will gain cheaper fares;</li> <li>• makes easyJet more attractive to more people;</li> <li>• gives customers more choice;</li> <li>• makes easyJet a more affordable option;</li> <li>• allows customers to decide what they spend their money on.</li> </ul>	<p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 5-6 marks – candidate analyses benefits to easyJet OR its customers.  L2 – 7-8 marks – candidate analyses benefits to BOTH easyJet AND its customers.</p> <p>L3 – 9-10 marks – candidate evaluates benefits to easyJet OR its customers.  L3 – 11-12 marks – candidate evaluates benefits to BOTH easyJet AND its customers.</p>

Question	Expected Answer	Additional Guidance
	<p>Exemplar response:</p> <p>By offering a range of fares easyJet can cater for lots of different types of customers (<b>L1</b>). This allows easyJet to have a variety of marketing strategies which will have the potential to entice more and different types of customers such as 50+, singles and couples as they will be able to take advantage of the offers particularly if they do not earn a lot of money (<b>L2</b>). By encouraging more people to travel at off-peak times gives easyJet a wider market share and greater profit this ultimately makes easyJet a more affordable option for customers but only if they are computer literate and are quick to take up the fare offers which are not usually set for a long period of time (<b>L3</b>).</p>	

Question	Expected Answer	Additional Guidance
<p><b>2(c)</b>  <b>Evaluate how a SWOT analysis helps easyJet to be an effective organisation.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-4 marks)</b>  The candidate will identify/describe a SWOT analysis and/or elements of it which are applicable to easyJet. If candidates completes a SWOT analysis award top Level 1 only as this is not what is asked for.</p> <p><b>Level 2 - (5-8 marks)</b>  The candidate will analyse how a SWOT analysis may help easyJet to be an effective organisation.</p> <p><b>Level 3 - (9-12 marks)</b>  The candidate will evaluate how a SWOT helps easyJet to be an effective organisation.</p> <p><b>Indicative content:</b></p> <p>S – strong brand, attraction of low cost flights, excellent managerial set up, use of technology.  W – book only on net perception that low cost carrier is down-market, use of technology is off putting to the over 50's market.  O – potential markets that are as yet untapped move into new destinations, expand the fleet, expand into larger aircraft eg A380, develop other areas of business, develop an even bigger business.  T – competition from other low cost carriers, costs, political disruption, worldwide terrorism – stopping people wanting to fly, change in the economic climate.</p>	<p>SW – within the control of the organisation;  OT – are outside the control of the organisation.</p> <p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 5 marks – candidate analyses one way in which SWOT analysis helps easyJet to be an effective organisation.  L2 – 6-8 marks – candidate analyses two or more ways in which SWOT analysis helps easyJet to be an effective organisation.</p> <p>L3 – 9 marks – candidate evaluates one way in which SWOT analysis helps easyJet to be an effective organisation.  L3 – 10-12 marks – candidate evaluates two or more ways in which SWOT analysis helps easyJet to be an effective organisation.</p>

Question	Expected Answer	Additional Guidance
	<p><b>Exemplar response:</b></p> <p>SWOT makes easyJet an effective organisation by showing their strengths etc in the market place (<b>L1</b>). This means that they can assess their position (such as one of their weaknesses - booking on internet only) and can continue to compete effectively by addressing this weakness and extend their booking strategies by.....(<b>L2</b>). However, tourism is a dynamic industry the SWOT will change over time and will only highlight certain aspects of the business and easyJet's position of strength is not guaranteed, the SWOT analysis is only one form of assessment and easyJet must re-assess continuously to stay ahead of competition..... (<b>L3</b>).</p>	

Question	Expected Answer	Additional Guidance
<p><b>2(d)</b> How would easyJet be most likely to assess the external influences on its business environment.</p> <p>[2 marks] [Various]</p>	<p><b>One mark for the correct acronym – PEST - a further one mark for correct meaning of each letter given.</b></p> <ul style="list-style-type: none"> <li>• Political.</li> <li>• Economic.</li> <li>• Social.</li> <li>• Technological.</li> </ul> <p>One mark for correct acronym of PEST, further mark for P-political, E- economic, S-social and T-technological.</p>	<p>If candidates do not give acronym – still credit. Candidates may also give external SWOT influences.</p> <p>Do not credit ‘Economical’</p>
<p><b>3(a)</b> Explain two reasons why travel and tourism organisations such as easyJet carry out market research.</p> <p>[4 marks] [2+2]</p>	<p><b>Up to two marks for each of two explanations.</b></p> <ul style="list-style-type: none"> <li>• Need to know who customers are and type of products/services they want (✓).</li> <li>• Helps orgs to make decisions about products and services (✓), help to know what customers will pay (✓).</li> <li>• Orgs can identify key factors that contribute to achieving customer satisfaction (✓) and can therefore increase competitiveness and improve performance and more profit (✓).</li> <li>• Identify markets (✓).</li> <li>• Part for new products and services (✓).</li> <li>• Extend services and identify markets to segments and create greater share of the market (✓).</li> </ul>	<p>One mark for identifying reason second mark for explanation.</p> <p>Be mindful of repetition.</p> <p>If candidate scores zero for one sub-section <b>DO NOT</b> award more than <b>TWO</b> marks for other sub-sections.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(b)</b> <b>Explain how the role of the Independent Television Commission (ITC) differs from that of the Advertising Standards Authority (ASA).</b></p> <p><b>[4 marks]</b> <b>[Various]</b></p>	<p><b>Two marks identifying role of ITC and role of ASA with a further two marks for explanations.</b></p> <p>ITC – regulates all advertising on commercial TV and sets over 40 different standards that advertisers must comply with (✓) eg, must comply with race, sex acts, no alcohol ads aimed at children, etc (✓).</p> <p>ASA – responsible for all advertising which must conform to the British Code of Advertising Conduct (✓) – legal, decent, honest and truthful (✓).</p>	

Question	Expected Answer	Additional Guidance
<p><b>3(c)</b>  <b>Discuss the possible reasons why the ASA upheld the complaint identified in Fig. 5.</b></p> <p><b>[8 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-2 marks)</b>  The candidate will identify the role of ASA/describes elements of the complaint process or identify(ies)/describe(s) reason(s) why complaint was upheld.</p> <p><b>Level 2 - (3-4 marks)</b>  The candidate will analyse the reason(s) why the ASA upheld the complaint.</p> <p><b>Level 3 - (5-8 marks)</b>  The candidate will discuss/evaluates the reason(s) why the ASA upheld the complaint.</p> <p><b>Indicative content:</b></p> <p>ASA – adverts must conform to the British Code of Advertising Conduct, therefore they must be legal, decent, honest and truthful.  Obviously the advert is making clever use of words in a negative fashion against one of easyJet’s main competitors that of BA.</p> <p>Exemplar response:</p> <p>It’s the job of the ASA to make sure all adverts conform to the British Code of Advertising Conduct (<b>L1</b>). By doing this, adverts must be honest and decent, the advert in Fig 5 could be said to be damaging to BA as it gives a negative slant to one of easyJet’s main competitors (<b>L2</b>) although humorous this can have a detrimental impact on BA’s business by linking BA to less than favourable news items this would obviously contravene the Code. However, it also draws attention to BA and may help to publicise their airline at the same time (<b>L3</b>).</p>	<p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 3 marks – candidate analyses one reason why the ASA upheld the complaint.  L2 – 4 marks – candidate analyses two or more reasons why the ASA upheld the complaint.</p> <p>L3 – 5 marks – candidate discusses/evaluates one reason why the ASA upheld the complaint.  L3 – 10-12 marks – candidate discusses/evaluates two or more reasons why the ASA upheld the complaint.</p>



Question	Expected Answer	Additional Guidance
<p><b>3(d)</b>  <b>Using the AIDA (Attention, Interest, Desire and Action) model, compare and contrast the two advertisements in Fig. 6a and Fig. 6b.</b></p> <p><b>[8 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-2 marks)</b>  The candidate will identify the AIDA model and makes non-explicit statements about both adverts.</p> <p><b>Level 2 - (3-4 marks)</b>  The candidate will attempt to compare the two adverts in relation to AIDA.</p> <p><b>Level 3 - (5-8 marks)</b>  The candidate will compare and contrast the two adverts in relation to the AIDA model.</p> <p><b>Indicative content:</b>  Font size  Language used  Discounts offers  Size  Highlighting  Contact details  Tone  Customer speak  Short/simple  Use of white space</p> <p><b>Exemplar response:</b>  The adverts give details about airports and destinations with large clear font sizes and prices (<b>L1</b>) - easyJet use a suitcase for its background, this is unlike the RA ad which is a simple rectangle – the link to the travel industry is a clever one as it is appropriate for the market it is attracting (<b>L2</b>). The easyJet ad has more shading however the RA uses more white space this can help to grab attention although the discounting offers is usually the most attractive especially if it is in large type, however both adverts can easily be overlooked if they are only in b&amp;w (<b>L3</b>).</p>	<p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 3 marks – candidate compares one aspect of the two adverts.  L2 – 4 marks – candidate analyses two or more aspects of the two adverts.</p> <p>L3 – 5 marks – candidate compares and contrasts one aspect of the two adverts.  L3 – 6-8 marks – candidate compares and contrasts two or more aspects of the two adverts.</p>

Question	Expected Answer	Additional Guidance
<p><b>3(e)</b>  <b>Evaluate the usefulness of public relations to easyJet.</b></p> <p><b>[12 marks]</b>  <b>[Levels]</b></p>	<p><b>Level 1 - (1-4 marks)</b>  The candidate will demonstrate knowledge of PR and /or identify(ies)/describe(s) how PR might be useful to easyJet.</p> <p><b>Level 2 - (5-8 marks)</b>  The candidate will analyse the usefulness of PR to easyJet.</p> <p><b>Level 3 - (9-12 marks)</b>  The candidate will evaluate the usefulness of PR to easyJet.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• placement of editorial in media;</li> <li>• writing press releases;</li> <li>• community relations;</li> <li>• lobbying;</li> <li>• corporate communications.</li> </ul> <p>Exemplar response:</p> <p>Public relations are useful for easyJet as it helps to keep them in the public eye (L1). This can be done by writing press releases in which they are able to put out relevant info to attract customers meaning that the placement of free editorial can convert into excellent business returns (L2). This can only be successful if the editorial or the media contact is seen by the appropriate market and therefore can convert into sales. Such media contact should be carefully monitored to assess its usefulness..... (L3).</p>	<p>Features of a L2 response: info is separated and characteristics are thoroughly given</p> <p>Features of a L3 response: Factors are considered and a qualitative judgement is made.</p> <p>L2 – 5 marks – candidate analyses one way in which PR is useful to easyJet.</p> <p>L2 – 6-8 marks – candidate analyses two or more ways in which PR is useful to easyJet.</p> <p>L3 – 9 marks – candidate evaluates one way in which PR is useful to easyJet.</p> <p>L3 – 10-12 marks – candidate evaluates two or more ways in which PR is useful to easyJet.</p>

# Grade Thresholds

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

January 2009 Examination Series

## Coursework Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G721	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G722	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G724	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G725	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G726	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G727	Raw	50	42	37	32	27	23	0
	UMS	100	80	70	60	50	40	0
G729	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G730	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G731	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G732	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G733	Raw	50	43	38	33	28	23	0
	UMS	100	80	70	60	50	40	0
G735	Raw	50	43	38	33	28	23	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	85	75	65	55	45	0
	UMS	100	80	70	60	50	40	0
G723	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0
G728	Raw	100	82	73	64	55	46	0
	UMS	100	80	70	60	50	40	0
G734	Raw	100	78	69	61	53	45	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
1.11	12.22	48.89	86.67	98.89	100
There were 115 candidates aggregating in January 2009					

Advanced Subsidiary GCE (Double Award) (H389)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
0	0	0	0	12.50	31.25	68.75	81.25	87.50	100
There were 18 candidates aggregating in January 2009									

Advanced GCE (H589)

A	B	C	D	E	U
0	40.00	60.00	60.00	80.00	100
There were 21 candidates aggregating in January 2009					

Advanced GCE (Double Award) (H789)

AA	AB	BB	BC	CC	CD	DD	DE	EE	U
There were 0 candidates aggregating in January 2009									

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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