

# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Diploma Standard Level

## MARK SCHEME for the May 2005 question paper

### CAMBRIDGE INTERNATIONAL DIPLOMA

**5252**      **Travel and Tourism (Marketing and Promotion), maximum mark 100**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

**MAY 2005**

**CAMBRIDGE INTERNATIONAL DIPLOMA**

**Standard Level**

**MARK SCHEME**

**MAXIMUM MARK: 100**

**PAPER: 5252**

**TRAVEL AND TOURISM  
Marketing and Promotion**

Page 1	Mark Scheme	Paper
	CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005	5252

Questions	Expected Response	Mark	Assessment Objective
1 (a)	Any two from: to inform decision making at all levels, to find out customers' needs and wants, to identify what competitors are doing.	2	1.2.1
(b)	(i) Qualitative data – focus groups are asked their opinions and preferences.	1	1.2.1
	(ii) Advantages of focus groups over in–depth interviews: less time consuming; so therefore less expensive; can gain wider range of opinions through group discussions; use of a moderator can make focus group less formal.	2	1.2.1
(c)	(i) Strengths – accept any <b>one</b> from: 1, 2 or 5	1	1.2.2
	(ii) Weaknesses – accept any <b>one</b> from: 1, 3, 8, 10	1	1.2.2
	(iii) Opportunities – accept any <b>one</b> from: 1, 3, 6, 10	1	1.2.2
	(iv) Threats – accept any <b>one</b> from: 3, 4, 7	1	1.2.2
(d)	Positive influences: A = positive social, B = positive technological;  Negative influences any <b>two</b> from: C = negative political, D = negative social, F = negative technological, G = negative economic. (2 + 2)	4	1.2.2
(e)	Examples include: publicity of specific alternative tourism activities, use of effective marketing mix – price, place, promotion and the product package itself; product differentiation – target specific segments for particular aspects of alternative tourism provision with relevant explanations. (1 + 2 x 2)	6	1.2.3 3.2.3

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Paper</b>
	<b>CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005</b>	<b>5252</b>

<b>(f)</b>	<p>Level of Response:</p> <p>Candidates are expected to be able to apply their understanding of the function of marketing for any organisation involved in the provision of tourism. They are not expected to know the specific function of the Bulgarian Association for Alternative Tourism. Main functions include to generate awareness, sales, and profit, as well as customer satisfaction through promotion to a targeted audience.</p> <p>Level 1: [0–2] Candidate shows little or no understanding of the marketing function, answer is in list format.</p> <p>Level 2: [3–4] Candidate gives explanation of at least one of the main functions of marketing, but is unable to give a full account of its significance to the organisation.</p> <p>Level 3: [5–6] Candidate gives full explanation of the range of marketing functions such an organisation must strive towards and presents balanced account of the significance marketing has on the success of the organisation in achieving its objectives.</p>	<b>6</b>	<b>1.1.1</b>
<b>2 (a)</b>	<b>(i)</b> Target market – a group or groups of potential customers chosen for specific marketing attention.	<b>1</b>	<b>2.1.1</b>
	<b>(ii)</b> Segmentation methods – by geography, by demography, by lifestyle. (Any two)	<b>2</b>	<b>2.1.1</b>
<b>(b)</b>	e.g. foreign visitors – information leaflets printed in variety of languages; signage around attraction using internationally recognised symbols; guided tours with translators; etc. (Any two with appropriate descriptions) (2 x 2)	<b>4</b>	<b>2.2.1</b>
<b>(c)</b>	<b>(i)</b> Main product – the rides, shows etc.	<b>1</b>	<b>3.1.1</b>
	<b>(ii)</b> Ancillary services – any two from: guiding and information; hospitality and catering; accommodation; parking; toilets; first aid; corporate and special events; etc.	<b>2</b>	<b>3.1.2</b>
<b>(d)</b>	<b>(i)</b> Stage: Growth or maturity. Reason: States that theme park is popular, theme parks continue to attract large numbers of visitors. (Accept any appropriate reason) (1+1)	<b>2</b>	<b>3.2.1</b>

Page 3	Mark Scheme	Paper
	CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005	5252

	<p><b>(ii)</b> Level of Response: Candidates need to consider the benefits to the organisation of using the product life cycle – identify the stage, assess market conditions, make decisions about product’s future etc.</p> <p>Level 1: [0–2] Candidates do not understand the term product life cycle or provide basic description of the six stages only.</p> <p>Level 2: [3–4] Candidates are able to identify that model enables an organisation to check the performance of its products but gives limited description of how this is achieved.</p> <p>Level 3: [5–6] Candidates provide a detailed response which clearly explains the importance of the life cycle model. There will be good evidence of how this relates specifically to the scenario of the theme park and its performance within a competitive market.</p>	6	3.2.1
<b>(e)</b>	<b>(i)</b> Price discrimination.	1	4.1.1
	<p><b>(ii)</b> Level of Response: This question allows candidates to demonstrate their full understanding of the price element of the marketing mix. It calls upon candidates to select an appropriate range of alternative pricing policies and to assess how effective they would be.</p> <p>Level: [0–2] Candidates list different strategies but are unable to describe how they work or assess how appropriate they are for the theme park.</p> <p>Level 2: [3–4] Candidates have good understanding of at least two different strategies but may not make reference to their suitability for a theme park.</p> <p>Level 3: [5–6] Candidates give full description of more than three different strategies and attempt to evaluate their suitability for the theme park, looking at factors such as target audience, type of experience etc.</p>	6	4.1.1
<b>3 (a)</b>	<b>(i)</b> Definition – someone acting as a link or middleman between two parties.	1	5.2.1
	<b>(ii)</b> Present range of travel opportunities to the customer; provide pre–purchase information and advice to customer; offer range of ancillary services to customers; provide feedback to the supplier; react to market conditions – special offers etc.; act as go–between. (Accept any three)	3	5.2.1

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Paper</b>
	<b>CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005</b>	<b>5252</b>

<b>(b)</b>	Principals → Intermediary → Customer.	<b>3</b>	<b>5.2.1</b>
<b>(c)</b>	<p>Level of response: Candidates are expected to consider the broad range of factors from a locational analysis within their response.</p> <p>Level 1: [0–3] Candidate has little or no understanding of the term physical location or responds from the general perspective of listing all of the aspects within the assessment objectives for place under the heading ‘locational factors’. No attempt is made to focus in on the customer’s perspective.</p> <p>Level 2: [4–6] Candidate is able to consider one or two factors e.g. climate, natural/built features and gives a good account of how customer’s choice of destination may hinge on these. Answer is limited in the range of factors considered.</p> <p>Level 3: [7–8] Candidate provides thorough examination of a wide range of factors beyond the more obvious climate and physical features, to include accessibility, and cost.</p>	<b>8</b>	<b>5.1.1</b>
<b>(d)</b>	<p><b>(i)</b> A virtual tour is created when a number of photographic images are joined together to convey the sensation that a person might have if they were actually standing in that destination. Today, a virtual tour can include still images and panoramic images that are embedded in an attractive web page. They demand interest and attention. They answer many website visitors’ needs for an interactive experience. Virtual tours can also reduce the risks associated with major purchases – like travel destinations – by heightening expectations and by quickly eliminating possibilities that clearly have little or no appeal. (1 mark for interactive concept, 1 mark for concept of making you feel like you are really there)</p>	<b>2</b>	<b>6.1.1</b>

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Paper</b>
	<b>CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005</b>	<b>5252</b>

	<p><b>(ii)</b> Level of Response: Candidates are able to demonstrate their understanding of the use of technology in the marketing process. The question anticipates a balanced response, considering both the advantages and disadvantages of virtual reality tours. Reference should be made to gaining competitive advantage over other destinations which do not use this technology in the marketing process.</p> <p>Level 1: [0–3] Candidate repeats some of the description of what a virtual tour is, or describes at a low level the impact of Internet technology on the marketing process.</p> <p>Level 2: [4–6] Candidate makes valid attempt to evaluate either the advantages or the disadvantages of virtual reality technology and makes some reference to competitors.</p> <p>Level 3: [7–8] Full answer, which analyses both advantages and disadvantages of this technology and makes good reference to competitive advantage.</p>	<b>8</b>	<b>6.1.1</b> <b>6.2.1</b>
<b>4 (a)</b>	<p>Characteristics – Mickey Mouse silhouette logo; family friendly; ‘magical’, ‘fairytale castle’ etc. (Any two examples)</p>	<b>2</b>	<b>3.2.2</b>
<b>(b)</b>	<p><b>(i)</b> Impact is likely to be rise in price – as demand could outweigh supply. Hoteliers will see opportunity to increase profitability but will have to be careful not to increase prices too much, as customers might look to competitors instead.</p>	<b>4</b>	<b>4.2.1</b>

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Paper</b>
	<b>CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005</b>	<b>5252</b>

	<p><b>(ii)</b> Level of Response: Candidates are given the opportunity here to discuss the broad range of factors which affect the cost of tourism products.</p> <p>Level 1: [0–2] Candidates show limited understanding of factors that impact on the final price charged and rely heavily on information from extract regarding visitor numbers and occupancy rates.</p> <p>Level 2: [3–4] Candidates are able to identify limited number of internal and external factors but these tend to reflect the assessment criteria from the specification rather than being applied to specific scenario of hotels in Hong Kong.</p> <p>Level 3: [5–6] Balanced answer which takes into consideration both internal and external factors such as operating costs, competition from other popular destinations etc. and which makes specific reference to hotels in Hong Kong.</p>	<b>6</b>	<b>4.2.1</b>
<b>(c)</b>	<p>Gateway and hub within the Far East; Natural stopover destination on long haul flights between US, Europe and Australasia; Advanced infrastructure to support conference market. (Any 2 reasons)</p>	<b>2</b>	<b>5.1.1</b>
<b>(d)</b>	<p><b>(i)</b> Methods: Advertising; public relations; direct marketing; personal selling. (Any three)</p>	<b>3</b>	<b>6.1.1</b>



Page 7	Mark Scheme	Paper
	CAMBRIDGE INTERNATIONAL DIPLOMA – MAY 2005	5252

	<p><b>(ii)</b> Level of Response: Candidates are given the opportunity here to discuss the broad range of factors which affect the production of promotional materials as well as examining the concept of a promotional campaign).</p> <p>Level 1: [0–3] Candidates show limited understanding of factors that impact on promotional methods or the concept of a promotional campaign.</p> <p>Level 2: [4–6] Candidates are able to identify limited number of factors but these tend to reflect the assessment criteria from the specification rather than being applied to specific scenario of a campaign targeted at the business travel market.</p> <p>Level 3: [7–8] Balanced answer which takes into consideration the broad range of factors such as professional image as well as the more obvious cost factors. Good use of business market scenario throughout.</p>	<b>8</b>	<b>6.2.1</b>
--	---	----------	--------------