



# **GCE MARKING SCHEME**

**TRAVEL AND TOURISM**

**SUMMER 2014**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCE TRAVEL AND TOURISM. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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**GCE TRAVEL AND TOURISM**

**UNIT 1 - INTRODUCING TRAVEL & TOURISM**

**MARK SCHEME - SUMMER 2014**

<b>Question</b>	<b>Answer</b>	<b>Mark allocation</b>	<b>Assessment objective</b>
1 (a) (i)	<p><b>Sample explanation:</b></p> <p><b>Wanderlust</b> refers to the desire to travel (1) to see different places and to experience different cultures (1).</p> <p><b>1 mark may be awarded to candidates who exemplify their answer.</b></p>	0-2	A01 - 2
(ii)	<p><b>Sample explanation:</b></p> <p><b>Sunlust</b> refers to people who seek destinations which offer long hours of sunshine (1) as they wish to spend their holiday enjoying the sun. (1).</p> <p><b>1 mark may be awarded to candidates who exemplify their answer.</b></p>	0-2	A01-2
(b)	<p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Aircraft developments – long haul aircraft</li> <li>• Motorways – faster, e.g. M4</li> <li>• Bridges – Severn, Humber</li> <li>• Rail electrification</li> <li>• Ferry – quality of products and services, safety</li> <li>• Cruise ships – pricing, range of products and services</li> <li>• Coach operators – more comfort, pricing, e.g. national express.</li> </ul> <p><b>Other candidates may focus on how the following improvements have increased tourist numbers:</b></p> <ul style="list-style-type: none"> <li>• Cleaner - air pollution</li> <li>• safer</li> <li>• More comfort</li> <li>• faster</li> <li>• easier access</li> <li>• Technology</li> <li>• Cheaper</li> </ul>	0-4	A01 - 4

Question	Answer	Mark allocation	Assessment objective
	<p><b>Levels marked</b></p> <p><b>Level 1</b> explanations are likely to be basic and include only one or two improvements. Little knowledge and understanding. Generic/List-type answer.</p> <p><b>Level 2</b> explanations are likely to be detailed and include at least two or three improvements with exemplification. Some knowledge and understanding.</p>	<p>1-2</p> <p>3-4</p>	
(c)	<p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Trade fairs</li> <li>• Conventions</li> <li>• Conferences</li> <li>• Meetings</li> <li>• Incentive travel</li> </ul> <p><b>Any two appropriate answers</b></p>	0-2	A01-2
(d)	<p><b>Possible answers:</b></p> <ul style="list-style-type: none"> <li>• Using transport providers</li> <li>• Using accommodation providers</li> <li>• Using catering providers</li> <li>• Helping to provide jobs in transport, accommodation and catering organisations</li> <li>• Contributing to the wealth/income of people, organisations and destinations.</li> <li>• Attending / staging meetings, conferences, trade fairs, exhibitions, corporate hospitality and incentive travel.</li> <li>• Multiplier effect.</li> </ul> <p><b>Levels marked</b></p> <p><b>Level 1</b> – explanations are likely to be basic and include only one or two examples of how business tourism contributes to the UK's economy. Little knowledge and understanding. Generic / list-type answer.</p> <p><b>Level 2</b> – explanations are likely to be detailed and include at least two or three examples of how business tourism contributes to the UK's economy. Some knowledge and understanding.</p>	<p>0-4</p> <p>1-3</p> <p>4-6</p>	<p>A01-2</p> <p>A02 - 2</p>
	<b>Total marks</b>	<b>14</b>	













**GCE TRAVEL AND TOURISM - UNIT 3**

**MARK SCHEME - SUMMER 2014**

<b>Question</b>	<b>Possible Answer</b>	<b>Mark Allocation</b>	<b>Assessment Objective</b>
1. (a)	<p>Dividing the market into segments allows an organisation to</p> <ul style="list-style-type: none"> <li>• plan for fulfilling the needs and expectations of groups of customers who want the same things in terms of facilities, products and services</li> <li>• meet those requirements more efficiently</li> <li>• revise the quality of product of service offered</li> <li>• modify the pricing structure of products and services</li> <li>• select a range of promotional activities for the appropriate target market</li> </ul> <p>Accept any two valid reasons.</p>	<b>2</b>	<b>AO1</b>
(b) (i)	<p>Socio-economic grouping categorises people according to occupation and income assuming that people with similar jobs and incomes tend to have similar lifestyles and would be interested in the same products.</p> <p>1 mark for basic explanation; 2 marks for developed explanation.</p>	<b>2</b>	<b>AO1</b>
(ii)	<p>Stages of the family life cycle are used to suggest relative levels of disposable income dependent on size of household combined with age in order to target appropriate products and services for that stage.</p> <p>1 mark for basic explanation; 2 marks for developed explanation.</p>	<b>2</b>	<b>AO1</b>
(c)	<p>Name organisation given.</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> Descriptive answer which makes little or no attempt at assessment of the effectiveness in targeting different market segments.</p> <p><b>Level 2</b> Clear description for the range of products and services provided by the named organisation with clear attempt to assess their effectiveness in meeting the demands of different target markets.</p> <p>Maximum of level 1 awarded if no named organisation has been given.</p>	<p><b>6</b></p> <p><b>0 – 3</b></p> <p><b>4 - 6</b></p>	<p><b>AO2(2)</b> <b>AO4(4)</b></p>
	<b>Total marks</b>	<b>12</b>	

Question	Possible Answer	Mark Allocation	Assessment Objective
2. (a)	<p>The factors which affect the price set are determined by</p> <ul style="list-style-type: none"> <li>• what customers are prepared to pay;</li> <li>• the market conditions (supply, demand, competition and seasonality) and</li> <li>• the brand image of the product.</li> </ul> <p>Accept any two of the above factors clearly explained for two marks for each, only one mark for a simple explanation for each factor.</p>	2 + 2	AO1
(b) (i)	Discount pricing.	1	AO2(1)
(b) (ii)	Accept variable pricing or variable discount pricing.	1	AO2 (1)
(c)	Free admission is offered by Rich's Cider Farm as they wish to sell their products to the visitors, making their profit from those sales; they may also be a small scale attraction with limited facilities.	1	AO2(1)
(d)	<p>The Fleet Air Museum is offering three different pricing policies: one targeted at families; one at pairs of adults and one at pairs of senior citizens each of which give a reduction off the normal entry price and may appeal to such target markets either on an initial or a repeat visit to the attraction.</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> Basic identification of pricing of the Fleet Air Arm Museum but little or no explanation of why this would attract tourists.</p> <p><b>Level 2</b> Clear identification of all details of pricing policy for the Fleet Air Arm Museum with clear explanation of why this would attract tourists.</p>	<p>4</p> <p>0 - 2</p> <p>3 - 4</p>	AO2(4)
	<b>Total marks</b>	11	

Question	Possible Answer	Mark Allocation	Assessment Objective
3. (a)	Secondary research is desk based and uses material that has already been published in annual reports, company accounts and government reports.	1	AO1
(b)	<p>Types of secondary research could include:</p> <ul style="list-style-type: none"> <li>• Sales records</li> <li>• Customer database</li> <li>• Government publications, e.g. Social Trends, Cultural Trends</li> <li>• Trade journals and Periodicals</li> <li>• Professional associations</li> <li>• Commercial data e.g. Mintel reports</li> <li>• UK International Passenger Survey</li> <li>• Tourist Board statistics</li> </ul> <p>Allow 1 mark for each of two types of secondary research given and second mark for explanation of how each is used.</p>	2 + 2	AO2(4)
(c)	<p>Named organisation given</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> Basic description of one or two methods of market research selected from suggestion boxes, focus groups and mystery shoppers with little or no description or assessment of the use made of them by the travel and tourism organisation.</p> <p><b>Level 2</b> Clear description of how two or three methods of market research selected from suggestion boxes, focus groups and mystery shoppers are used by the named travel and tourism organisation with some assessment comment on their usefulness to the organisation.</p> <p><b>Level 3</b> Well developed description of how all three methods of market research (suggestion boxes, focus groups and mystery shoppers) are used by the named travel and tourism organisation with some assessment comment on their usefulness to the organisation.</p>	<p>8</p> <p>0 – 3</p> <p>4 - 6</p> <p>7 - 8</p>	<p>AO1(2)</p> <p>AO2(3)</p> <p>AO4(3)</p>

Question	Possible Answer	Mark Allocation	Assessment Objective
(d)	Qualitative research data is detailed as customers can express their feelings, attitudes, desires and perceptions with regard to travel and tourism products and services. However designing suitable open questions is a skilled activity which is very costly to produce and administer. It is often difficult to reach general conclusions but gives detailed results. Qualitative research works best with small numbers.	6	AO1(6)
	<p><b>Levels marks</b></p> <p><b>Level 1</b> Basic discussion of the use of qualitative research data with emphasis on either advantages or disadvantages.</p> <p><b>Level 2</b> Clear discussion of the relative advantages and disadvantages of the use of qualitative research data within travel and tourism organisations.</p>	<p>0 - 3</p> <p>4 - 6</p>	
	<b>Total marks</b>	<b>19</b>	



Question	Possible Answer	Mark Allocation	Assessment Objective
(e) (i)	Accept any three of the stages of the product life cycle from; <ul style="list-style-type: none"> <li>• Development</li> <li>• Introduction</li> <li>• Growth</li> <li>• Maturity</li> <li>• Saturation</li> <li>• Decline</li> </ul>	<b>3</b>	<b>AO1</b>
(ii)	A Dog product is classed as a product in decline providing little or no profit to the organisation so the travel and tourism organisation has the opportunity to sell it to another business or revamp if it would not be too expensive to achieve or they could raise its price and reduce the amount spent on marketing of the product to maximise the profit it generates.  Simplistic statement will be accepted e.g. change prices, offer promotion, cancel product.	<b>2</b>	<b>AO1</b>
	<b>Total</b>	<b>17 marks</b>	

Question	Possible Answer	Mark Allocation	Assessment Objective
5. (a) (i)	<p>Direct marketing operates through personal channels of communication with a single customer send to a household in the form of a leaflet or a letter or a named mailshot.</p> <p>1 mark for basic explanation and 1 mark for development.</p>	2	AO1
(ii)	<p>Public relations is about building the reputation of an organisation and establishing and maintaining goodwill between an organisation and its public. It aims to show the organisation in a good light and create a positive image whilst publicising what it has to offer.</p> <p>1 mark for basic explanation and 1 mark for development.</p>	2	AO1
(b)	<p>Accept any three from:</p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Twitter</li> <li>• Facebook</li> <li>• Flickr</li> <li>• YouTube</li> </ul>	3	AO2
(c)	<p>Marwell Zoo leaflet</p> <p><b>Product</b>  Zoo with range of popular animals – tiger, meerkats, penguins, giraffe  Animals feeding  Animal talks  170 species available to view  Conservation focus  140 acres of grounds  Adventure playground  New aviary  10K fun run  Wedding fayre  Half term activities for children  Summer holiday craft days  Christmas family event  Rhino-tastic goodbye  Spooky storytelling around Halloween  Road train  Baby changing facilities  Food outlets including Café Graze  Gift shops</p>	8	AO2(4) AO4(4)

Question	Possible Answer	Mark Allocation	Assessment Objective
	<p><b>Place</b> Near Winchester and Southampton Easy access from M3 and M27 Further information from website, Facebook, Flickr, YouTube, Twitter.</p>		
	<p><b>Levels marked</b></p> <p><b>Level 1</b> Basic description of content of leaflet with limited reference to either the product or the place elements of the marketing mix. Little or no assessment of its effectiveness as a marketing communication.</p> <p><b>Level 2</b> Clear description of both product and place elements of the marketing mix in the content of the leaflet with some attempt at assessment of its effectiveness as a marketing communication.</p> <p><b>Level 3</b> Well-developed assessment of the effectiveness of the leaflet as a marketing communication with detailed comment on the product and place content of the leaflet in relation to its effectiveness.</p>	<p><b>0 – 3</b></p> <p><b>0 – 3</b></p>	
(d)	<p>Named organisation must be given.</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> Basic description of one or two promotional techniques used by a named travel and tourism organisation with little or no reference to a recent marketing campaign Little or no evaluation comments made.</p> <p><b>Level 2</b> Clear description of two or three promotional techniques used by a named travel and tourism organisation in a recent marketing campaign with some evaluation of their effectiveness.</p>	<p><b>6</b></p> <p><b>0 – 3</b></p> <p><b>4 - 6</b></p>	<b>AO2(3)</b>
	<b>Total marks</b>	<b>21</b>	
	<b>TOTAL MARKS FOR PAPER</b>	<b>80</b>	



Question	Answer	Mark allocation	Assessment objective
	<p><b>Environmental:</b></p> <ul style="list-style-type: none"> <li>- Buses / planes cause CO2 emissions pollution - air pollution</li> <li>- Noise pollution - planes, buses, people</li> <li>- Water pollution - cruise ships</li> <li>- Increased wear and tear - pathways, heritage sites</li> <li>- Inappropriate development - international chain hotels, restaurants</li> <li>- Damage to flora and fauna</li> <li>- Visual pollution - litter on beaches and by heritage sites</li> <li>- Waste management.</li> </ul> <p><b>Levels marked</b></p> <p><b>Level 1</b> - answers are likely to be basic and include more identification than assessment. Only 2 or 3 examples of negative socio-cultural and environmental impacts which may be unrealistic. Little knowledge or understanding. Generic / list type answers.</p> <p><b>Level 2</b> - answers are likely to be more detailed and include at least 3 or 4 realistic examples of negative socio-cultural and environmental impacts. Some knowledge and understanding.</p> <p><b>Level 3</b> - answers are likely to be well developed and include at least 4 or 5 realistic examples of negative socio-cultural and environmental impacts. Clear knowledge and understanding.</p>	<p>1 - 4</p> <p>5 - 8</p>	





Question	Answer	Mark allocation	Assessment objective
(ii)	<p><b>Possible answers:</b>  <b>Transport / Locations:</b></p> <ul style="list-style-type: none"> <li>- Coastal</li> <li>- Urban</li> <li>- Countryside</li> <li>- Easily accessible - road, rail, water, air</li> <li>- Choice of transport methods</li> <li>- New transport links - regional airports, cruise ships</li> <li>- Journey time for visitors.</li> </ul> <p><b>Level 1</b> - evaluations are likely to be basic / descriptive and include only 1 or 2 reasons / named transport links. Little knowledge or understanding of the chosen destination. Generic / list type answers.</p> <p><b>Level 2</b> - evaluations are likely to be more detailed and include at least 2 or 3 reasons / named transport links. Some knowledge and understanding of the chosen destination.</p> <p><b>Level 3</b> evaluations are likely to be well developed and include 3 or 4 reasons / named transport links. Clear knowledge and understanding of the chosen destination.</p>	<p>0 - 10</p> <p>1 - 4</p> <p>4 - 7</p> <p>8 - 10</p>	<p>A01 - 4 A03 - 6</p>
(b)(i)	<p><b>Possible answers:</b>  <b>Music</b> - Glastonbury, Glyndebourne, London Proms, Brecon Jazz Festival.</p> <p><b>Sports</b> - The Ashes, Wimbledon, Ryder Cup.</p> <p><b>Conferences / Exhibitions</b> - boat shows, fashions shows, Labour Party Conference, Ideal Home Exhibition.</p> <p><b>Others:</b>  Hay on Wye Festival of Literature and Art  Reading Real Ale and Jazz Festival  Stratford-Upon-Avon Poetry Festival  Notting Hill Carnival.</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> - outlines are likely to be basic and include only 1 or 2 different types of named major events with 2 or 3 examples only. Little knowledge or understanding. Generic / list type answers.</p> <p><b>Level 2</b> - outlines are likely to be more detailed and include at least 2 or 3 different types of named events with 3 to 4 examples. Some knowledge and understanding.</p> <p><b>Level 3</b> - outlines are likely to be well developed and include at least 3 or 4 different types of named events with 4 to 5 examples. Clear knowledge and understanding.</p>	<p>0 - 8</p> <p>1 - 3</p> <p>4 - 6</p> <p>7 - 8</p>	<p>A01 - 8</p>









Question	Answer	Mark allocation	Assessment objective
(b) (i)	<p>Complaints procedure described in detail for a named organisation showing understanding of how basic and complex complaints are handled by different levels of staff within the organisation. Mention or empowerment permissions where applicable. Comment made on immediate response mechanisms as well as follow up procedures for more complex complaint situations from external customers.</p> <p>Named organisation must be given in order to achieve more than level 1.</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> – Brief description of the procedure for handling basic complaints with little or no reference to complex complaints.</p> <p><b>Level 2</b> – Clear description of complaints procedure acknowledging hierarchy of basic and complex complaints and persons responsible for handling them within the named travel and tourism organisation.</p> <p><b>Level 3</b> - Well developed description of complaints procedures in place within the named organisation. Detailed examples may be referred to in the description to illustrate complexity of complaint handled by management.</p>	<p>10</p> <p>0-3</p> <p>4-7</p> <p>8-10</p>	<p>A02 3 A04 7</p>
(ii)	<p>The evaluation should include reference to the stages of the disciplinary procedure carried out by management when a staff member fails to comply with the terms of employment in carrying out his/her duties. There should also be an evaluation of the grievance procedure in place when an employee wishes to complain about aspects of the conditions experienced during the operation of his/her contact and management failure to ensure that he/she is fairly treated on a day to day basis.</p> <p><b>Levels marked</b></p> <p><b>Level 1</b> – Basic description of some aspects of either the disciplinary or the grievance procedures used within travel and tourism organisations for dealing with staff complaints. No examples given of travel and tourism organisations. Little or no attempt at evaluation.</p> <p><b>Level 2</b> – Clear evaluation of some aspects of both the disciplinary and the grievance procedures used within named travel and tourism organisations to deal with complaints from staff.</p> <p><b>Level 3</b> – Well developed evaluation of both the disciplinary and grievance procedures used by named travel and tourism organisations to deal with complaints from staff to show clear understanding of all stages of the process.</p>	<p>8</p> <p>0-3</p> <p>4-6</p> <p>7-8</p>	<p>A01 4 A02 4</p>
			<b>Total 28 marks</b>



Question	Answer	Mark allocation	Assessment objective
	<p><b>Levels marked</b></p> <p><b>Level 1</b> – Answers might only include one or two examples of customer service quality standards for named travel and tourism organisations with little or no explanation of how the standards set would meet customers’ needs.</p> <p><b>Level 2</b> - Some explanation of how three to five examples of customer service quality standards set for named travel and tourism organisations would meet customers’ needs.</p> <p><b>Level 3</b> – Clear explanation of how three to five examples of customer service quality standards that have been set for named travel and tourism organisations will meet customers’ needs with brief reference to Maslow’s hierarchy of needs to achieve highest mark.</p> <p>If no examples from named travel and tourism organisations have been given then award maximum of level 1.</p>	<p>0-3</p> <p>4-6</p> <p>7-8</p>	
(c)	<p>Procedures used to monitor customer service quality standards could include:</p> <ul style="list-style-type: none"> <li>• Customer feedback forms from both internal and external customers</li> <li>• Collating data from comment cards</li> <li>• Observation</li> <li>• Recording of informal face to face comments received by staff</li> <li>• Producing comparison data on sales or booking records or other technical data for use over different time periods within organisations or comparison with other travel and tourism organisations of a similar type</li> <li>• Examining trends in occupancy levels</li> <li>• Monitoring the volume, frequency and type of complaints</li> <li>• Collecting data on visitor figures and type of clientele using the organisations to examine changes over time</li> </ul>	8	A02 2 A04 6









Question	Answer	Mark allocation	Assessment objective
(b)	<p>Named travel and tourism organisation must be given</p> <p>The current disability law referred to should be the Equality Act 2010 but detailed reference to the Disability Discrimination Acts 1995 and 2005 as mentioned in the specification will be accepted.</p>	10	A01 4 A02 4 A04 4
	<p>The equality Act required travel and tourism organisations to have measures in place which are designed to prevent both direct and indirect discrimination in relation to disability in their:</p> <ul style="list-style-type: none"> <li>• Provision of goods and services</li> <li>• Recruitment and selection</li> <li>• Pay policies</li> <li>• Training and development</li> <li>• Selection for promotion</li> <li>• Discipline and grievances</li> <li>• Policies for countering bullying and harassment</li> </ul> <p>Employers under the Equality Act:</p> <ul style="list-style-type: none"> <li>• Must not directly discriminate against disabled persons</li> <li>• Must not have procedures, policies or practices which disadvantage those who share a particular disability.</li> <li>• Must make reasonable adjustments to assist in the recruitment and employment of disabled people</li> <li>• Must not treat an employee unfairly who has made or supported a complaint about discrimination because of disability.</li> </ul> <p>Service providers under the Equality Act have a legal requirement to accommodate those with disabilities to make reasonable changes to:</p> <ul style="list-style-type: none"> <li>• The way things are done (such as changing a policy)</li> <li>• The built environment (such as making changes to the structure of a building to improve access)</li> <li>• Provide auxiliary aids and services (such as providing information in an accessible format, an induction loop for customers with hearing aids, special computer software or additional staff support when using a service).</li> </ul> <p>Named travel and tourism organisation must be given</p>	10	A01 4 A02 4 A04 4

Question	Answer	Mark allocation	Assessment objective
	<p><b>Levels marked</b></p> <p><b>Level 1</b> - Description may focus on up to three adaptations to facilities that have been introduced by the named travel and tourism organisation which are briefly described. There may be a focus on adaptation for one type of disability primarily for external customers. Little or no evaluation of the measures in place may be made. There may be no comment on measures in place for existing staff or those applying for jobs within the organisation.</p> <p><b>Level 2</b> – Description may focus on three or more measures that have been put in place by the named travel and tourism organisation. These may be clearly described with evaluative comments made on their suitability for different types of disability. Although the main focus of the answer may be on the suitability for use by external customers, some mention may be made of the relevance of the measures in place to existing staff within the organisation together with some evaluative comments on the organisation’s recruitment and employment policies with regard to disability.</p> <p><b>Level 3</b> – Well developed description of four or more measures put in place for different types of disability by the named travel and tourism organisation to ensure its compliance with all aspects of current disability legislation for all external customers, existing staff and applicants for jobs within the organisation. Evaluation of these measures shows full understanding of their importance not only in forming part of the organisation’s recruitment and employment policies but also to the effective operation of its business.</p>	<p>0-3</p> <p>4-7</p> <p>8-10</p>	
		<b>Total 20 marks</b>	
		<b>Total for paper 100 marks</b>	



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