

# **Travel and Tourism**

Advanced GCE

Unit **G734**: Unit 15 – Marketing in Travel and Tourism

## **Mark Scheme for January 2013**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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 should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2013

## Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross
	Ignore
	Level 1
	Level 2
	Level 3
	Not answered question
	Benefit of doubt not given
	Additional QWC credit given
	Repeat
	Tick
	Development of point
	Vague

Question		Answer	Marks	Guidance
1	(a)	<ul style="list-style-type: none"> <li>• groups</li> <li>• adult</li> <li>• senior</li> <li>• student</li> <li>• children</li> <li>• also accept – trade partners or travel trade.</li> </ul>	3	One mark for each correct identification up to a maximum of three identifications.
	(b)	<p><b>Exemplar Responses:</b></p> <ul style="list-style-type: none"> <li>• Ensure the product fits profile (1) This will keep visitors happy and hopefully return (1)</li> <li>• For product development or expansion (1) Success rate and return on cost (1)</li> <li>• Keep on a par with competitors (1) Profits and continuance of the organisation (1)</li> </ul>	4	One mark for each correct identification, up to a maximum of two identifications plus a further one mark for each of the two explanations.

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p><b>Exemplar Response:</b> Primary research is tailored specifically to the organisation in question and it is relevant and up to date. Secondary research will not necessarily be tailored to the Globe Theatre. This presents complications for believable pertinent data and may make the findings irrelevant. It may also not be cheaper in the long run as primary data is research specific, hence, saving time and money.....In conclusion primary research would be highly beneficial for The Globe as it is not only relevant and up to date, but it can be specifically targeted to a precise marketing need,</p>	12	<p><b>Indicative Content:</b> Possible lines of argument may include: Advantages of primary:</p> <ul style="list-style-type: none"> <li>• data is original</li> <li>• up to date</li> <li>• focuses on the population in question</li> <li>• specific on what needs to be researched.</li> </ul> <p>Secondary research can:</p> <ul style="list-style-type: none"> <li>• get out of date quickly</li> <li>• statistics and facts may not be relevant to The Globe</li> <li>• the information may not refer to the</li> </ul>	<p><b>Level 3 (9–12 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of the possible reasons why primary research is more appropriate than secondary. Candidate effectively evaluates a range of possible benefits. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			whereas secondary research is not and will, therefore, not answer pertinent questions giving only vague or unsuitable responses. <b>L3</b>		<p>issues and organisation precisely and may give a bias</p> <ul style="list-style-type: none"> <li>• debate on reliability – how was research analysed and are results valid?</li> <li>• any other valid suggestion.</li> </ul>	<p><b>Identification/description implied/assumed.</b>  <b>Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks.</b>  <b>An evaluation/judgement without overall conclusion/prioritisation – 11 marks.</b>  <b>With overall supporting conclusion – 12 marks.</b></p> <p><b>Level 2 (5–8 marks)</b>  Candidate describes a number of reasons why primary research is more appropriate than secondary. Candidate will show an understanding of the question and include explanations of a number of the possible benefits which may be evaluated with some success. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>No list – must at least ‘describe’.</b>  <b>Description only – 5 marks.</b>  <b>Explanation/analysis – 6 or 7 marks.</b>  <b>Evaluative comment (because...means that...) – 8 marks.</b></p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 1 (1–4 marks)</b> Candidate identifies/describes some possible reasons why primary research is more appropriate than secondary. Information may be in the form of a list of benefits. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b>List – maximum 2 marks. 2 identifications plus one description – 2 or 3 marks. 3 identifications and unsupported judgement – 4 marks.</b></p> <p><b>Level 0 (0 marks)</b> Learner does not give benefits to The Globe of using primary rather than secondary research.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(d)	<ul style="list-style-type: none"> <li>• By keeping records only for period they were collected for (1) for example collecting names and addresses for a specific event (1)</li> <li>• Not to be shared with unauthorised people (1); they must then be destroyed (1)</li> <li>• data should be stored and other outside agencies should not be able to buy or view the information (1)</li> <li>• To be kept secure (1) data on computers must not be easily viewed by non-employees or unauthorised people (1)</li> <li>• Data not to be sold or forwarded (1).</li> </ul>	6		One mark for each correct identification, up to a maximum of two identifications, plus up to a further two marks for each of two explanations.
Question	Answer	Marks	Guidance		
2	(a)	<ul style="list-style-type: none"> <li>• They are professionals working within the travel and tourism industry and may organise ( for example) groups and put together packages for specific theatre audiences (1) such as coach tour operators organising trips for 50+ (1) eg Shearings or Goldwing (1)</li> <li>• large numbers to fill up many seats (1)</li> <li>• guaranteed good source of income (1)</li> <li>• work together with The Globe and book at off-peak/seasonal quiet times (1)</li> <li>• discounts (1).</li> </ul>	4	One mark for each correct identification, up to a maximum of two identifications, plus a further one marks for each of two explanations.	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)*	<p><b>Exemplar Response:</b> Corporate support creates an essential link for networking. Very often such support offers shared objectives which can help an organisation gain competitive advantage. There may, however, be a conflict in business aims and reputations can be tarnished this is dependent upon smooth working relations although period of transition is often required where knowledge is shared responsibilities are transferred..... Trust is important between the parties as this constitutes an amicable working environment.</p>	12	<p><b>Indicative Content:</b> Advantages:</p> <ul style="list-style-type: none"> <li>• Gain specialist advice</li> <li>• Shared objectives</li> <li>• Networking opportunities</li> <li>• Trustworthy source for information</li> <li>• Knowledge and understanding of the Globe's aims and objectives</li> <li>• Cost effective</li> <li>• Indirect promotion</li> <li>• Direct promotion with new products and services</li> <li>• Shared links and resources</li> <li>• Contacts</li> <li>• Expertise to liaise with.</li> </ul> <p>Disadvantages:</p> <ul style="list-style-type: none"> <li>• Business aims may conflict</li> <li>• May be too restrictive</li> <li>• Tarnished brand reputation could be linked to The Globe</li> <li>• Lack of autonomy</li> <li>• Some partners may want exclusivity and this restricts The Globe's ability to gain new or other partnerships.</li> </ul>	<p><b>Level 3 (9–12 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation both advantages and disadvantages of The Globe having corporate support. Candidate effectively evaluates a range of possible advantages and disadvantages. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary. Candidate presents relevant material in a well-planned and logical sequence. Material clearly structured using appropriate terminology confidently and accurately. Sentences, consistently relevant, are well structured in a way that directly answers the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Identification/description implied/assumed.</b> <b>Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks.</b> <b>An evaluation/judgement without overall conclusion/prioritisation – 11 marks.</b> <b>With overall supporting conclusion – 12 marks.</b> (QWC)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 2 (5–8 marks)</b>  Candidate describes possible advantages and disadvantages to The Globe of having corporate support. Candidate will show an understanding of the question and include explanations of a number of possible advantages and disadvantages which may be evaluated with some success. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.  Candidate has a limited ability to organise relevant material. Some appropriate terminology used. Sentences are not always relevant with material presented in a way that does not always address the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b><i>No list – must at least ‘describe’.</i></b>  <b><i>Description only – 5 marks.</i></b>  <b><i>Explanation/analysis – 6 or 7 marks.</i></b>  <b><i>Evaluative comment (because...means that....) – 8 marks.</i></b>  (QWC)</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p><b>Level 1 (1–4 marks)</b>  Candidate identifies/describes advantages and/or disadvantages of The Globe having corporate support. Information may be in the form of a list of advantages and disadvantages. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary. Candidate communicates at least one point using some appropriate terminology. Sentences have limited coherence and structure, often being of doubtful relevance to the main focus of the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>List – maximum 2 marks.</b>  <b>2 identifications plus one description – 2 or 3 marks.</b>  <b>3 identifications and unsupported judgement – 4 marks.</b>  (QWC)</p> <p><b>Level 0 (0 marks)</b>  Learner does not give any advantages or disadvantages.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p><b>Exemplar Response:</b> Often the competition within the market dictates what price an organisation such as The Globe can set for a particular product. If competitors prices are low, this strategy may lead to very low profit margins and in some instances lead to financial ruin. It is essential, therefore that other issues are taken into consideration such as comparability of product but this may never give a full picture. A competitive market may cause a cut in costs however, other methods can prove even more effective for firms such as cost-plus pricing.</p>	9 levels	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Market skimming</li> <li>• Competitive</li> <li>• Cost-plus pricing</li> <li>• Penetration pricing</li> <li>• Peak/off peak pricing</li> <li>• Market-led.</li> </ul>	<p><b>Level 3 (7–9 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of other possible pricing policies. Candidate effectively evaluates a range (at least 3 other) of policies. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><i>Identification/description implied/assumed.</i> <i>Explanation/analysis/comparison of more than one point/both sides – 7 marks.</i> <i>An evaluation/judgement without overall conclusion/prioritisation – 8 marks.</i> <i>With overall supporting conclusion – 9 marks.</i></p> <p><b>Level 2 (4–6 marks)</b> Candidate describes a number of possible pricing policies. Candidate will show an understanding of the question and include explanations of a number of pricing policies, which may be evaluated with some success. The evaluation in the most part is accurate and relevant.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b><i>No list – must at least ‘describe’. Description only – 4 marks. Explanation/analysis – 5 marks. Evaluative comment (because...means that...) 6 marks.</i></b></p> <p><b>Level 1 (1–3 marks)</b> Candidate identifies/describes some possible pricing policies. Information may be in the form of a list of pricing policies. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b><i>List – maximum 1 mark. 2 identifications plus one description – 2 marks. 3 identifications and unsupported judgement – 3 marks.</i></b></p> <p><b>0 marks</b> No response worthy of credit.</p>

Question		Answer	Marks	Guidance
3	(a)	<p><b>Exemplar Response:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed support (1), keep up to date with mailings and list is assured of real interested parties (1)</li> <li>• Keeps customers up to date with your products and services (1) the 'friends' of the Globe may assist the theatre on a voluntary basis – such as handing out programmes (1)</li> <li>• The 'Friends' can provide a regular income for the theatre (1) will act as Campaigners for the Globe (1) by supporting their ventures</li> <li>• They support financially, (1) consistently and regularly (1)</li> <li>• Help at AGMs (1) by volunteering (1) they may also assist with publicity and help to lobby government for the cause (1).</li> </ul>	4	One mark for each correct identification up to a maximum of two identifications, plus a further one mark for each of two explanations.

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p><b>Exemplar Response:</b></p> <p>Theatre goers are now able to access excellent websites to gain quick and up to date information. Accessibility for such information is now the accepted 'norm'. Most people have mobile phones, ipads, ipods and these are efficient sources for finding last minute booking data and theatre deals..... it is probably too simplistic to suggest that theatre goers do not use newspapers as the study suggests The Guardian was the most read newspaper..... however, the Internet using a search engine was very popular; this may have significant bearing on advertisement placement in the future although the</p>	6 levels	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Many more people now use and have access to the Internet</li> <li>• The Internet is often first port of call for information finding as it can be accessed from mobile phones, ipods and ipads</li> <li>• Quicker than buying and searching through a newspaper</li> <li>• Can easily print out information from the Internet rather than just looking at a poster and trying to remember contents</li> </ul>	<p><b>Level 2 (4–6 marks)</b></p> <p>Candidate will show a clear understanding of the question and include detailed identification and explanation of the reasons why newspapers and posters are less influential than other forms. Candidate will show an understanding of the question and include explanations of a number of possible sources of information which may be discussed with some success. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		findings are by no means conclusive. Posters are expensive but do have the added 'wow' effect if executed correctly... <b>L3.</b>		<ul style="list-style-type: none"> <li>• The Internet can be more accessible to find answers</li> <li>• Information from the internet is usually straightforward and easy to find using a popular search engine</li> <li>• Can get a large amount of information in one place online – ie, maps, prices, etc.</li> </ul>	<p><b>Identification/description implied/assumed.</b>  <b>Explanation/analysis/comparison of more than one point/both sides – 4 marks.</b>  <b>An evaluation/judgement without overall conclusion/prioritisation – 5 marks.</b>  <b>With overall supporting conclusion – 6 marks.</b></p> <p><b>Level 1 (1–3 marks)</b>  Candidate identifies/describes. Information may be in the form of a list of sources of information. Candidate identifies or describes reasons as to why newspapers and posters are less influential than other forms of information. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b>List of points – maximum 1 mark</b>  <b>Description – up to 2 marks.</b>  <b>Explanation/unsupported judgements/limited discussion – up to 3 marks.</b></p> <p><b>Level 0 (0 marks)</b>  Learner does not identify or describe reasons.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	<p><b>Exemplar Response:</b> The principles help advertising to be effective by adhering to the Attention, Interest, Desire and Action formula. Even with this in place it is still possible to misjudge the content of an advertisement. This is after all only a simplistic guide and as an important tool in tourism, marketing could be said to be arbitrary as advertising now takes many forms such as those by companies for APS - using sound as the main stimulus.</p>	6 levels	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>provides a guideline for all advertisers to ensure that adverts follow a successful formula.</li> <li>that formula being: Attention, Interest, Desire, Action.</li> </ul> <p>A Attention of customer I Interest: Raise customer interest by focusing on the benefits D Desire: Convince customers that product will satisfy needs A Action: Lead customers to take action and buying.</p>	<p><b>Level 2 (4–6 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of the importance of AIDA as a tool in advertising for travel and tourism organisations. Candidate will show an understanding of the question and include explanations of a number the possible reasons for its importance, which may be discussed with some success. The discussion in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><i>Identification/description implied/assumed. Explanation/analysis/comparison of more than one point/both sides – 4 marks. An evaluation/judgement without overall conclusion/prioritisation – 5 marks. With overall supporting conclusion – 6 marks.</i></p> <p><b>Level 1 (1–3 marks)</b> Candidate identifies or describes reasons as to why AIDA is an important tool in advertising for travel and tourism organisations.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
						<p>Information may be in the form of a list of reasons of its importance. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b>List of points – maximum 1 mark.</b>  <b>Description – up to 2 marks.</b>  <b>Explanation/unsupported judgements/limited discussion – up to 3 marks.</b></p> <p><b>Level 0 (0 marks)</b>  Learner does not identify or describe. AIDA's role as a tool in advertising.</p>

Question		Answer	Marks	Content	Guidance
					<b>Levels of response</b>
	(d)	<p><b>Exemplar Response:</b> The Globe is able to find out who their customers are. They can target information at different groups of people, this will help to save money and not waste valuable marketing budgets. However, incorrect targeting leads to wasted time and effort resulting in lost sales. The Globe cannot afford to misdirect their budgets. There are, however several different marketing segmentation techniques and the Globe will need to assess which one they will use. The use of ACORN is one of the most popular; this is a geo-demographic system that may be better than Psychographic, as lifestyle + personalities are used and there can be a blurring of categories which makes the segment inaccurate.</p>	9 levels	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Identifies market segments</li> <li>• Allows use of marketing resources including budgets and staff time</li> <li>• Establishes and retains market position in dynamic and competitive market</li> <li>• It is customer focused</li> <li>• Different formula for assessing the market</li> <li>• Need to assess the most appropriate for any given organisation</li> <li>• Costings</li> </ul>	<p><b>Level 3 (7–9 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of market segmentation as an essential tool.  Candidate effectively evaluates a range of possible ways market segmentation is used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Identification/description implied/assumed.</b> <b>Explanation/analysis/comparison of more than one point/both sides – 7 marks.</b> <b>An evaluation/judgement without overall conclusion/prioritisation – 8 marks.</b> <b>With overall supporting conclusion – 9 marks.</b></p> <p><b>Level 2 (4–6 marks)</b> Candidate describes the use of market segmentation. Candidate will show an understanding of the question and include explanations of a number the possible ways market segmentation is used, which may be evaluated with some success. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
						<p><b>No list – must at least ‘describe’.</b>  <b>Description only – 4 marks.</b>  <b>Explanation/analysis – 5 marks.</b>  <b>Evaluative comment (because...means that...)</b>  <b>6 marks.</b></p> <p><b>Level 1 (1–3 marks)</b>  Candidate identifies/describes some reasons for the use of market segmentation to organisations such as The Globe. Information may be in the form of a list of how market segmentation is used. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b>List – maximum 1 mark.</b>  <b>2 identifications plus one description – 2 marks.</b>  <b>3 identifications and unsupported judgement – 3 marks.</b></p> <p><b>Level 0 (0 marks)</b>  Candidate does not identify or describe any response(s).</p>

Question		Answer	Marks	Guidance
4	(a)	<p>Development Introduction <b>Growth</b> Maturity Decline Rejuvenation</p> <p>The Globe could be said to be in the 'growth' stage. Although it is an established company, it has only been going since 1970. However it has been developing since, with new attractions (cinema) and a grown in numbers. This means it is not in decline.</p>	4	<ul style="list-style-type: none"> <li>• one mark for correctly identifying 'growth'</li> <li>• one extra mark for identification of date Globe was founded</li> <li>• one extra mark for establishment of museum and theatre at Southwark</li> <li>• one mark covering Globe opening in 1997/or/cinema + current tours now established.</li> </ul> <p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• 1970 Shakespeare Globe Trust founded</li> <li>• Established museum and set up theatre ground at Bankside, Southwark</li> <li>• First two sections of the Globe opened in June 1992</li> <li>• Full Globe opened in June 1997</li> <li>• Now Shakespeare in cinema</li> <li>• Shakespeare on tour around the UK.</li> </ul>

Question		Answer	Marks	Content	Guidance
					<b>Levels of response</b>
	(b)	<p><b>Exemplar Response:</b> From PEST – economic factors are an important consideration relating to the wealth of individuals as well as the travel and tourism industry. Loss of disposable income due to higher taxes will inevitably hit visitor attractions. Visits will revert to being for special occasions rather than a more frequent visit. This will cause a drop in bookings and sales for The Globe and may result in less performances or streamlining of available shows and events. This means that this will have an effect on The Globe’s ability to survive and continue to entertain its target groups but disposable income may also have a part to play. Ultimately, economic factors may be positive and negative and should wealth distribution grow then this too will have an impact, albeit positive on the work and role of The Globe. <b>L3</b></p>	9 levels	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Actions of government have major effect on business and markets including public spending, tax, laws, etc</li> <li>• This in turn affects the amount of money invested in properties and the amount of disposable income families have</li> <li>• Distribution of wealth, recession, people not visiting London or travelling to visitor attractions</li> <li>• People may not have spare cash to spend on theatre visits. May have a knock on effect in relation to numbers of people attending theatre and having enough spare cash to visit and also spend in the café and shop.</li> </ul>	<p><b>Level 3 (7–9 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of political and economic factors that affect The Globe. Candidate effectively evaluates a range of possible factors. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><b>Identification/description implied/assumed.</b> <b>Explanation/analysis/comparison of more than one point/both sides – 7 marks.</b> <b>An evaluation/judgement without overall conclusion/prioritisation – 8 marks.</b> <b>With overall supporting conclusion – 9 marks.</b></p> <p><b>Level 2 (4–6 marks)</b> Candidate describes a number of issues that political and economic factors affect The Globe. Candidate will show an understanding of the question and include explanations of a number of possible factors, which may be evaluated with some success. The assessment in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>

Question			Answer	Marks	Content	Guidance
						<b>Levels of response</b>
						<p><b>No list – must at least ‘describe’.</b>  <b>Description only – 4 marks.</b>  <b>Explanation/analysis – 5 marks.</b>  <b>Evaluative comment (because...means that...)</b>  <b>6 marks.</b></p> <p><b>Level 1 (1–3 marks)</b>  Candidate identifies/describes political and economic factors that affect The Globe. Information may be in the form of a list of factors. There is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b>List – maximum 1 mark. 2 identifications plus one description – 2 marks. 3 identifications and unsupported judgement – 3 marks.</b></p> <p><b>0 marks</b>  No response or no response worthy of credit.</p>

Question		Answer	Marks	Content	Guidance
					<b>Levels of response</b>
	(c)	<p><b>Exemplar Response:</b> A strong or iconic brand is always useful in the tourism industry it makes an organisation stand out from the crowd. This is important for theatres as they do not wish to lose their market share and will have to reinforce their image in order not to suffer from economic downturn. However, having a strong brand can also work against a company should there be any bad publicity such as a fatal accident occurring. This may damage a company's image and reinforce the brand as an unsuccessful organisation.</p> <p><b>L3</b></p>	12	<p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• Gives a distinct image/influence</li> <li>• Reinforces image</li> <li>• Powerful marketing tool</li> <li>• Easily identifiable</li> <li>• Helps establish specific segments</li> <li>• Converts into business profit</li> <li>• Increases market share</li> <li>• Creates new business</li> <li>• Attracts new sponsors, corporate supporters</li> <li>• Increases 'Friends of the Globe' popularity.</li> </ul>	<p><b>Level 3 (9–12 marks)</b> Candidate will show a clear understanding of the question and include detailed identification and explanation of the importance to organisations such as The Globe of having an iconic brand. Candidate effectively evaluates a range of possible reasons for this. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.</p> <p><i>Identification/description implied/assumed.</i> <i>Explanation/analysis/comparison of more than one point/both sides – 9 or 10 marks.</i> <i>An evaluation/judgement without overall conclusion/prioritisation – 11 marks.</i> <i>With overall supporting conclusion – 12 marks.</i></p> <p><b>Level 2 (5–8 marks)</b> Candidate describes possible advantages and disadvantages of The Globe of having an iconic brand. Candidate will show an understanding of the question and include explanations of a number of possible reasons, which may be evaluated with some success. The evaluation in the most part is accurate and relevant. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and</p>

Question			Answer	Marks	Content	Guidance
						<b>Levels of response</b>
						<p>principles with some use of specialist vocabulary.</p> <p><b>No list – must at least ‘describe’.</b>  <b>Description only – 5 marks.</b>  <b>Explanation/analysis – 6 or 7 marks.</b>  <b>Evaluative comment (because...means that....) – 8 marks.</b></p> <p><b>Level 1 (1–4 marks)</b>  Candidate identifies/describes advantages and/or disadvantages of The Globe of having an iconic brand. Information may be in the form of a list of these. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.</p> <p><b>List – maximum 2 marks.</b>  <b>2 identifications plus one description – 2 or 3 marks.</b>  <b>3 identifications and unsupported judgement – 4 marks.</b></p> <p><b>Level 0 (0 marks)</b>  Learner does not give any advantages or disadvantages.</p>

## APPENDIX 1

Question	AO1	AO2	AO3	AO4	Total
1a		3			3
1b	2	2			4
1c	2	2	4	4	12
1d	6				6
2a	2	2			4
2b		4	4	4	12
2c	3		3	3	9
3a	2	2			4
3b	2		2	2	6
3c	2		2	2	6
3d	3		3	3	9
4a		1	1	2	4
4b		3	3	3	9
4c	2	2	4	4	12
Total	26	21	26	27	100

Use this space if you have extensive subject specific information that is inappropriate to include in section 10 page 3.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2013

