



## MARKING SCHEME

### OTHM Individual Management Certificate Tourism Geography and Tour Management

**Date: TBC**

**Time: TBC**

**Duration: 3 Hours**

**The examination has two sections:**

**Section A** is compulsory and is worth 40% of the total marks.  
Candidates must attempt all questions in Section A.

**Section B** has six questions of which candidates should answer any three.  
Each question is worth 20% of the total marks.

Do not repeat the question in the answer but show clearly the number of the question you are answering on the appropriate pages of the answer book.  
Questions may be answered in any order.

Rough workings should be included in the answer book and ruled through after use.

**Section A is compulsory.**

**You must answer the all questions in this section  
(read the short case study and then answer the questions)**

**Read the following information and then answer the questions**

Mr and Mrs Jones want to set up business as Tour Operators, specialising in coach travel to a range of European Countries, including Spain, Italy, France, Austria, Croatia and Turkey.

They have no experience of running this sort of business, but they are passionate about travelling and have lots of experience of customer service, so they are confident that they can develop a very successful business.

They need some help planning the way the business would work, so they have asked you to explain some fundamental aspects of the business to them. The questions they have are listed below.

**You must answer all the questions in this section.**

**Question 1**

- a. How should a tour be designed, what are the key elements of a tour and what is an itinerary? (15 marks)

*Students should demonstrate a good understanding of the factors that make up a tour, and should make reference to accommodation, attractions, activities and transport. They should also explain the purpose of an itinerary and explain how it helps to plan and manage group activity. Exceptional answers may make reference to the itinerary as part of the promotional materials for a tour.*

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Failure to identify common elements of a tour package and misunderstanding of the purpose of an itinerary. Very poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should have had a go at explaining the components of a tour and relating these to the idea of an itinerary. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, and providing some description of the components of a tour. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating a collection of data, really understanding the question, comparing / contrasting ideas, well thought out explanation and discussion that is effectively linked with the purpose and explanation of an itinerary. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting, demonstrating a very good understanding of the components of a tour and the purpose of an itinerary. Very good grammar, spelling and structure.</i>

- b. Mr & Mrs Jones will need to employ a Tour Manager. What does a Tour Manager do?

(10 marks)

*Students should explain the role of a tour manager, identifying specific elements of the job (such as meeting and greeting, problem solving, guiding) and aligning the passenger experience with the tour manager.*

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Failure to identify clearly the jobs that a tour manager is responsible for. Very poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly, being overly descriptive and failing to develop more than a basic list of responsibilities for the tour manager. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, and providing some description of the tasks of a tour manager, but not really adding any additional discussion or explanation. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating a collection of data, really understanding the question, comparing / contrasting ideas, well thought out explanation that makes use of some examples to illustrate the job role. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting, demonstrating a very good understanding of the roles of the tour manager, explaining the role with examples and providing a full description of the tasks involved . Very good grammar, spelling and structure.</i>

- c. They are keen to develop a business where they can cater for the needs of groups and of individual travellers. How do their needs differ and how will the business model need to change to meet the needs of both groups of clients?

(15 marks)

*This answer should identify the ways in which groups and individual's tours differ, in particular identifying the difference when different components are being considered, for example a group may travel by coach, but an individual would need alternative or scheduled transport. Individuals may want more flexibility in their tour package whilst groups expect to spend time together following a more rigidly designed itinerary.*

(Total 40 marks)

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the differences between individual and group travel. Very poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be able to develop at least two sets of comparisons to explain the different needs of the two customer groups. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning, maybe providing some comparison and discussion and providing some examples. There may be some gaps in</i>

	<i>understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information in the case study, really understanding the question, comparing/contrasting, demonstrating a full understanding but without any examples or lacking some of the finer detail. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Sophisticated understanding of the needs of different customer groups, and perhaps questioning if the business is really able to meet these different needs. Very good grammar, spelling and structure.</i>

**PART B – Answer THREE questions only**

When providing examples, you may consider organisations from a country or counties of your choice.

2. Explain, using examples, the six reasons why people travel.

(20 marks)

Students should respond to this question by providing examples and explanations of the six motivations:

- Relaxation (rest and relaxation)
- Clubbing (nightlife)
- Sightseeing (historic sites, culture)
- Learning (about new places/culture)
- Activities (painting, photography)
- Altruistic (health, spiritual)

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. One of no correct motivations given. Very poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students be able to identify and explain three of the motivational factors. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large knowledge of 4 or 5 of the typologies. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering a detailed explanation of at least 5 of the motivational factors. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Sophisticated understanding of all six motivational factors. Very good grammar, spelling and structure.</i>

3. Many tourist attractions are World Heritage Sites. Explain what a World Heritage Site is and the challenges involved in managing a World Heritage Site.

(20 marks)

*Students should discuss the value of UNESCO World Heritage Site Status, possibly with examples, and should then develop discussion around the challenges presented in terms of ongoing management and maintenance, increase popularity and management issues arising due to impacts of tourism, or total lack of interest where WHS status was expected to generate tourist numbers to contribute to economic growth.*

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Inability to provide a clear explanation and no attempt at explaining the challenges. Poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have explained what a WHS is, but makes little attempt to explain the challenges. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes, demonstrating a large amount of surface learning – describing in detail WHS status and identifying some of the challenges but not developing much in the way of debate. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion with a good explanation of WHS and a good discussion about the challenges. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Sophisticated understanding of WHS status and effectively developed discussion about the challenges presented by WHS status. Very good grammar, spelling and structure.</i>

4. Stakeholders are often talked about in tourism. Who are stakeholders? Using examples of at least two different tourism businesses explain who the stakeholders are and how they are managed.

(20 marks)

*Students should respond to this question with a thorough explanation of stakeholders as a term that includes everyone who is involved with, or affected by, tourism. Students should provide two examples of businesses and discuss the stakeholders involved in/affected by the business, providing details of how these different stakeholders are managed. Examples may include shareholders and their ROI, communities and the negative impacts of tourism (overcrowding, parking etc) or employees in the business. illustrate their answers.*

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. Little understanding of stakeholders, no examples given. Poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should demonstrate their understanding of stakeholders and provide a couple of examples. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but failing to deliver an effective explanation of stakeholder management. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information, really understanding the question, comparing / contrasting and providing a good explanation of stakeholders, two good examples and some good explanation and application to outline stakeholder management for the given examples. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Sophisticated explanation of stakeholders, good use of examples, good discussion and debate. Excellent grammar, spelling and structure.</i>

5. Describe the different types of tourists. Why is it important to understand tourist typologies?

(20 marks)

Students should be awarded 2 marks for each factor identified and explained, and then a further 8 points to explain that typologies are useful as a marketing tool, to help a destination appeal to a wide range of tourists. Typologies are as shown in the list below or a similar categorisation:

- Independent travellers
- Family groups
- Young couples
- Same sex groups
- Older couples (children left home)
- 'grey' tourists

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the different typologies or their use. Poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass the question students should be discussing at least four of the six typologies and have made a simplistic attempt at explaining the benefit of typologies. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, includes masses of detail about the topic as it was taught, rehashing lecture notes but failing to deliver much in the way of explanation or developed discussion about the use of typologies. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective discussion, explaining each typology and the benefits of understanding typologies. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Sophisticated understanding of typologies and the application of typologies to marketing, product design and development. Very good grammar, spelling and structure.</i>

6. Explain the demand element of tourism and the role of tourist motivation in influencing demand.

(20 marks)

*Students should discuss demand within tourism and the factors that influence demand, making reference to motivation and the ideas relating to the factors that influence tourists and tourist decision making.*

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear understanding of the concepts of demand or the factors influencing demand. Poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass students must demonstrate that they understand demand. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but failing to deliver an effective applied discussion. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information, really understanding the question, comparing / contrasting, developing valuable discussion and delivering an effective discussion about demand with discussion around the influence and impact of tourist demand. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Sophisticated understanding of demand and motivation. Very good grammar, spelling and structure.</i>

7. Tourism often has many negative impacts on the environment and on host communities. However, it also brings many positive benefits. Identify and explain the positive impacts of tourism.

(20 marks)

*Students should discuss the positive impacts of tourism, in particular the economic and political benefits of tourism development. Exceptional answers may develop a detailed debate that refers to the negative impacts and justifies tourism as providing positives that outweigh the benefits.*

<40	<i>Pre-structural - simple, short answer merely giving one or two ideas or in some way missing the point of the question. No clear responses to any element of the question. Poor grammar and spelling, lacking any coherent structure.</i>
40-49	<i>Uni-structural – lacking enough detail and depth. Students may have picked out the information from the question but not added to it significantly. To pass students must be able to provide some examples of the positive impacts of tourism. Poor grammar, spelling and structure.</i>
50-59	<i>Multi-structural – a shopping list approach, including masses of detail about the topic as it was taught, rehashing lecture notes but not really adding any new ideas or personalised explanation. There may be some gaps in understanding. Reasonable grammar, spelling and structure.</i>
60-69	<i>Relational – integrating the information, really understanding the question, comparing / contrasting, providing thought out explanations and debate. Only some minor errors in application. Good grammar, spelling and structure.</i>
70+	<i>Extended abstract – questioning, theorizing, hypothesizing, reflecting. Detailed responses to each part with good use of supporting evidence and examples, debating the positive benefits alongside some of the negatives. Very good grammar, spelling and structure.</i>