AQA

**General Certificate of Education (A-level) Applied
June 2012**

Travel and Tourism   TT05

**(Specification
8651/8653/8656/8657/8659)**

Unit 5: Marketing in Travel and Tourism

Report on the Examination

General Comments

What was done well

1. Most candidates paid good attention to the wording of the question and carried out the task set.

What was not done so well

1. Candidates struggled when the question asked them to 'assess'. Simply coming to a conclusion is insufficient. Candidates should properly examine two sides of the matter under consideration, weighing up the strengths and weaknesses and attempting to demonstrate that both exist in contrasting ways.

Question 1

This was the first time that the concept of brands was asked about in this examination and, pleasingly, candidates were able to explain what a brand means. However, they found it less easy to provide a convincing reason why it is important, apart from customers recognising the brand which encourages loyalty. A brand also represents trust in the good qualities of a product.

Question 2

Candidates were generally capable of labelling the parts of a graph of the Product Life Cycle and a variety of terms were accepted as conveying the correct meaning. Although they did not then make use of the Life Cycle concept to outline a way in which a travel and tourism product of their choice could be re-launched, they were clear in explaining how revamping the product would prevent decline.

Question 3

Asked for two examples of joint marketing, it was not acceptable for candidates to describe two kinds of annual pass; candidates instead needed to explain another scheme such as the discounted meal at a fast food restaurant to show how joint marketing would encourage customers to spend at both organisations.

In this question candidates were also assessed on their writing skills and needed to take care to communicate ideas with a good structure, while making few grammatical or spelling errors.

Question 4

Candidates were able to identify particular aspects from the given SWOT analysis, but found it difficult to suggest opportunities for a travel and tourism organisation of their choice. More than that, they had to evaluate how significant these opportunities were for the organisation and marks were generally low on this question.

Question 5

Most candidates knew that a target market is a customer group or segment with common characteristics but few went on explain that marketing is aimed at the group in a format that will appeal to them.

School parties were deliberately chosen as the target market for question 5 so that candidates could apply the concept to a market they were very familiar with, and they answered this well.

In 5(c), besides reciting price reductions taken from the preliminary material, candidates were expected to show they understood that the SeaLife Centre is an authoritative educational resource which teachers will use to enhance learning.

Question 6

The topic of market research methods is usually a strength for candidates taking this paper and on this occasion they showed good understanding of the principles of using a mystery shopper.

However, there were disappointing answers to the question about methods using technology for marketing, other than the computerised touch screen. Candidates needed to go beyond simply describing the use of technology, by showing how their method had had an impact on marketing. For example, using the internet for marketing would mean there will be fewer enquiries and less need to issue brochures because customers could easily find their answers on the website.

Question 7

Candidates needed to say more than that a gift shop brings in money for the SeaLife Centre. A stronger response would show clearer understanding of the importance of secondary spend as more than a revenue stream, giving greater customer satisfaction through meeting customer needs and expectations.

Question 8

Answers to the question on the SeaLife adoption scheme seemed to give candidates difficulty. Candidates who scored best identified a range of ways in which the scheme benefited the SeaLife Centre, beyond the obvious one of bringing in more income.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results statistics page of the AQA Website.

UMS conversion calculator www.aqa.org.uk/umsconversion