



General Certificate of Education

Travel and Tourism

8651/8653/8656/8659

TT05 Marketing in Travel and Tourism

Report on the Examination

2007 examination - January series

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The second *Marketing in Travel and Tourism* exam was based around a pre-release booklet featuring Iglu, an online ski travel agency.

Question 1

1(a) Most candidates were able to select appropriate evidence of change from the pre-release booklet. Use of numbers, descriptions of what statistics showed or quotation of trends were all acceptable ways of illustrating the growth of snowsports holidays.

1(b) There were some good explanations of factors bringing about more demand for snowsports holidays, particularly promotion to the family market and developments in travel. Nearly all candidates rightly concentrated on factors leading to growth rather than simply discussing the appeal of winter sports holidays.

Question 2

Most candidates did not explain the marketing part of the term *marketing objectives*. Since this term comes from the specification, it needs to be studied.

Three suggestions for marketing objectives were usually given correctly and most candidates were able to earn some marks for justifying them. A common mistake was to interpret the objective of 'reducing costs' as lower prices for customers, rather than as cutting overhead costs for Iglu. However, there was no evidence in the booklet of Iglu cutting costs, so candidates might have struggled to justify this objective.

Question 3

Candidates may need to think more deeply about the particular selling attributes found in travel and tourism products in these pre-release booklets, as the type of product is likely to be varied in each exam series. In this instance customers are getting more than a snowsports holiday: Iglu provides specialist ski resort knowledge and the benefits of an online service.

Question 4

4(a) Almost all candidates were clear about the difference between primary and secondary market research but when candidates give advantages of a method they should always substantiate reasons such as *easier*, *cheaper* and *quicker*.

4(b) Most candidates knew an appropriate research method. The best answers gave some detailed description of how their chosen travel and tourism organisation carries out the method and what specific types of information it obtains about the target market.

Question 5

Few candidates took the Market Segments resource in the pre-release booklet as a model for how to answer this question. Many answers lacked a sufficient range of characteristics of the schools segment that must be taken into account when marketing snowsports holidays to school trip organisers.

Question 6

6(a)(b) These were straightforward questions asking for analysis of resources found in the pre-release booklet.

6(c) Some very good answers were seen discussing the advantages of booking holidays through a travel agent — whether online or high street — compared with making arrangements independently, although few included the important benefit of ABTA bonding. Some candidates ignored the fact that Iglu is a travel agent, and discussed only the high street travel agency. Mostly, candidates came up with a range of ideas and argued them well, although evaluation is a skill that needs further development.

Question 7

The pre-release booklet contained a PEST analysis so centres might anticipate that candidates should also consider what Iglus' SWOT analysis would be like. There were a handful of very good answers and most candidates had a good understanding of how adaptable an online operation can be, as well as the highly competitive environment in which Iglu operates and the external threats it might meet.

Question 8

Centres are advised to cover the whole content of the specification in preparation for these exams, and questions 8 and 9 asked about two of the 4Ps in the marketing mix, namely price and promotion.

Clearly, at this level, copying details from the resource will on its own produce no marks. Candidates needed to offer reasons for the prices and deals shown. A simple understanding of skimming and penetration pricing could help candidates to express their ideas more clearly.

Question 9

Since the summer 2006 exam, centres seem to have given more study time to the promotional methods used in a chosen travel and tourism organisation, so that candidates showed generally good understanding of the concepts and were able to make comparisons with Iglu. Many aspects of promotion (including special events, merchandise and sponsorship) were mentioned but strong examples remain few and far between.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the results statistics page of the AQA Website at: <http://www.aqa.org.uk/over/stat.html>