



## **General Certificate of Education**

# **Travel and Tourism**

## **8651/8653/8656/8659**

**TT05          Marketing in Travel and Tourism**

# **Report on the Examination**

*2008 examination - January series*

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## **GENERAL**

This was the fourth paper set on Unit 5, Marketing in Travel and Tourism. Overall, candidates' performance remained consistent in relation to previous papers.

### **What was good**

1. The majority of candidates attempted all of the questions and there were few rubric errors.
2. Candidates appeared to have a reasonable general level of understanding of the specification, suggesting that the majority of centres are adapting a broad coverage of the specification.
3. A small number of candidates highlighted the key words/commands on the question papers and this appeared to help them focus on what was required.
4. There were a number of appropriate, and in some cases detailed case studies.
5. A significant number of candidates had a good understanding of the pre-released case study, suggesting that they had spent a considerable amount of time studying the pre-release materials. This was particularly noticeable with regard to the colour brochure.

### **What was not so good**

1. A number of candidates clearly had limited understanding of the key terminology used in the questions, especially 'product', 'segmentation', 'market research' and 'SWOT'.
2. Candidates did not always appreciate the meaning of particular commands, frequently offering simple description when the command demanded explanation or evaluation.
3. There was some misunderstanding about what is meant by a 'travel and tourism' organisation. The use of local cafés, McDonald's or local cinemas was evident on a number of papers and was usually self-limiting.
4. A number of candidates showed very little evidence of the learning of case studies. When appropriate case studies were used they were often quite superficial and showed a limited depth of knowledge.
5. Use of the pre-release material was variable. A small number of candidates had clearly spent very little time studying and considering the case study.

### **Question 1**

1(a) Candidates used the data effectively to identify an increase in visitor numbers between 1980 and 2005. The majority then went on to consider trends, often using the data to identify periods of more/less rapid growth or making the point that total numbers had doubled between 1980 and 2005. A small number of candidates simply suggested that there had been an increase in every time period – this was clearly not the case. A significant number of candidates failed to respond to the second command in the question, "explain". Those that did frequently copied points from the resource, offering little or no development. A small number of candidates developed thoughtful points from the resource to explain the increase, or even brought in additional ideas such as increased advertising or marketing.

1(b) Candidates generally appreciated that the two aims of the National Park do not always sit comfortably together and that there was a need for some degree of balanced management. Few candidates, however, actually developed this theme by considering the basic conflicts created by increasing visitor numbers in sensitive environments. A small number of candidates identified specific conflicts and considered that the aims of the National Park and the aims of visitors might be very different, and since marketing has a customer focus, this may make marketing challenging.

## **Question 2**

The majority of candidates had some understanding of the word ‘product’ and were able to offer a description of some of the products offered by the Brockhole Visitor Centre. At the higher level, candidates clearly identified both the goods and services offered and were able to develop the idea by identifying user groups who might be attracted by particular services. A small number of candidates had clearly not read the question carefully – simply talking about the ‘Lake District’ as a product with no reference to the Brockhole Visitor Centre.

## **Question 3**

3(a) The majority of candidates were able to show some understanding of ‘market segmentation’, with many making observations about ‘groups’ or ‘grouping people’. Responses were often quite simplistic and not always fully developed.

3(b) Candidates generally showed a reasonable understanding and were able to suggest benefits of segmentation. Those candidates who clearly were unsure about the meaning of ‘segmentation’ found the question challenging, often making vague or unrelated observations.

3(c) The majority of candidates were able to identify three market segments and make some observations about the appeal of the Visitor Centre to each segment. Some candidates took an ‘age’ based approach, making comments about ‘children’ or ‘old people’ as a market segment. If developed appropriately there was some merit in this approach, but it was often self-limiting. A small number of candidates clearly had no real idea of what was meant by ‘market segment’.

3(d) The majority of candidates were able to make basic points about identifying groups and the notion of target marketing, but few were able to develop the idea fully and to consider the advantages of target marketing. The notion of ‘marketing strategy’ and the allocation of scarce resources/budgets was not really appreciated.

## **Question 4**

4(a) Responses were often quite vague with a focus on the ability to get ‘good information’ as a common idea. The disadvantages were often expressed in terms of questionnaires ‘being lost’ or ‘not filled in accurately’. These ideas provided the basis for more developed responses in a small number of cases. A number of candidates drifted away from the theme of the question by making comments about the use of data rather than the collection of it. This was often self-limiting.

4(b) The majority of candidates were able to list a variety of market research methods, many of which were described in some detail. The reasons why the chosen methods might be appropriate were often overlooked and there were few observations linking the chosen methods to the particular circumstances of the Brockhole Visitor Centre.

4(c) Candidates showed a good general understanding of the question and were able to make clear observations about how information might be used. A significant number made points about using the data to ‘inform developments’ or ‘improve’ the Visitor Centre, with tentative links to the idea of marketing.

### **Question 5**

5(a) The majority of candidates used the resources effectively to identify the appropriate points for this question. A small number of candidates used appropriate ideas which were not mentioned in the resource booklet, showing a good level of understanding. It was evident that some candidates had not really read the resource booklet very thoroughly.

5(b) Candidates generally showed a sound understanding of the concept of ‘threat’ in relation to the business environment. In most cases candidates were able to make reasonable points about the identified threats and a significant number went on to develop the idea further by making clear reference to the potential sustainability of the Brockhole Visitor Centre. At the highest level candidates used the resources very effectively by identifying key points to develop their argument.

### **Question 6**

It was evident that in most cases candidates had studied the leaflet carefully; the majority identifying a number of key characteristics such as colour, types of photograph, font size, key words and travel directions. At the higher levels candidates went beyond a basic description of these features and began to consider the leaflet in relation to AIDA., which was often a very useful evaluative avenue towards how the promotional material appeals to target customers’ desires and expectations. In most cases there was some evidence of evaluation. At the lower levels it was usually quite tentative with generalised comments while at the higher levels observations were more balanced with increasingly detailed comments.

### **Question 7**

The majority of candidates were able to identify a travel and tourism organisation which was appropriate. In some cases the chosen organisation was clearly not appropriate (a local cinema or McDonald’ s). This was always self-limiting. The amount of detail expressed was variable; it was evident that a number of candidates had studied an organisation in some depth and were able to describe and explain the promotional techniques with precision. In other cases very generalised comments about ‘leaflets’ or ‘using television’ were made with only tentative links to the specified organisation.

## **Suggestions for teachers to improve future performance**

1. Candidates should develop an understanding of the key concepts and terminology in the specification, since questions will be based around the key ideas.
2. Teachers should make it clear to candidates that 'travel and tourism' organisations do not include general catering organisations.
3. Teachers should ensure that candidates have at least two appropriate case studies at their command.
4. Candidates should be encouraged to identify and develop their understanding of the key ideas expressed in the pre-release material.
5. Past examination papers and mark schemes should be used to:
  - ensure that candidates have an awareness of the range of commands used and what each command requires;
  - appreciate what is required of a basic, clear and detailed response.

## **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.