



**General Certificate of Education**

**Travel and Tourism**

**8651/8653/8656/8657/8659**

**TT05          Marketing in Travel and Tourism**

**Report on the Examination**

*2010 examination - June series*

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## **General Comments**

### **What was particularly good**

1. Generally, candidates answered the question set and kept their answers relevant.
2. Candidates had chosen suitable travel and tourism organisations as case studies.
3. Centres had prepared their candidates well on how to identify patterns in statistical tables.

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

1. Candidates' knowledge of market segments was weak. They should study methods of segmentation categorising the market by income, social class, lifestyle, country of origin, etc.
2. Candidates had not learned sufficient details about the promotional strategies used by their chosen travel and tourism organisation.
3. The level of knowledge about travel and tourism organisations needed to be deeper.

### **Question 1**

A straightforward outline of how the leaflet captures attention, creates interest and desire and enables action would demonstrate candidates' understanding of the AIDA technique and gain the marks available.

The key point about the programme of over-25 Disco evenings was that it brings in trade on a Friday evening when room occupancy by business clients is very low, enabling some income to be gained from hotel resources that would otherwise remain unused.

The remaining part of question 1 asked candidates to identify the hotel product's distinctiveness, such as each room being individually designed. On the whole candidates answered question 1 well.

### **Question 2**

Candidates had anticipated and prepared for questions set on the patterns found in tables on side 4 of the preliminary material. In general, they answered reasonably well, identifying the different parts of the county of Hampshire where the economy is more attuned to business activity or to leisure. There would be corresponding patterns of hotel custom there during both the week and the year.

On the next question candidates generally struggled to say how the hotel might make use of the diagram of visitor attractions. In terms of marketing it could feature in promotional materials on the website or in a leaflet or it could be displayed in reception to enhance the visit for a range of different customer types. Knowledge of market segmentation used in another travel and tourism organisation was disappointing and centres should ensure that candidates learn about all the items in the specification for at least one such organisation.

### **Question 3**

Candidates perceived the shortcomings of the hotel's customer comment card but many of the answers about an alternative market research method were surprisingly weak. Some answers were vague - 'a survey' - and barely described the method, let alone explain its advantages. The best answers were about a distinctly different method, such as a focus group or mystery customer, which gave more scope for hitting upon the benefits of using it.

### **Question 4**

Many candidates were unsure about the meaning of 'rack rate', a term used twice in the preliminary material. There is an expectation that candidates will work carefully through this material, which is why it is issued five weeks before the examination, and discuss it with their teachers. This should ensure that any such terms are understood. Candidates could take different approaches to how a room is priced - by calculating the cost of each guest staying and adding a margin; or by discounting in step with demand and supply - but they needed to consider the hotel manager's objectives, such as maximising occupancy or income.

### **Question 5**

As with question 2(d) about market segments, candidates were asked to use their knowledge of marketing another travel and tourism organisation they had studied. In this case they needed to know about a promotional campaign. Mostly, candidates were able to discuss a suitable example but they were not sufficiently informed about whether and why it had been a success. They need to be clear on the objectives and outcomes of any such campaign, although specific sales figures are not expected.

### **Question 6**

This was a relatively straightforward question about the advantages of websites for marketing hotels such as the Lismoyne. Mostly, candidates answered this question well and discussed the relative merits of a website for providing huge amounts information, or as a rapid communication medium, or as an interactive marketing tool.

### **Question 7**

SWOT analysis was the focus of the last question on this year's paper. Candidates needed to be very clear about the controllable and uncontrollable factors that affect travel and tourism organisations so that they could apply the ideas to the Lismoyne case study. In this case they needed to describe the internal strengths of the hotel for business customers and the external threats to it. Candidates were generally able to identify three threats such as competition but the question required them to *outline* those threats, and many candidates failed to gain the second mark for the outline.

### **Suggestions for teachers to prepare future candidates**

1. Centres should ensure that candidates learn about all the items in the specification applied to at least one suitable travel and tourism organisation: its objectives, its product, the promotional methods used, the market segments, the reasons for its pricing policy, etc.
2. Teachers should assist candidates to apply concepts from the specification to the case study in the preliminary material. For example, by helping them analyse the tables of

statistical data (looking for patterns and trends, and explaining them) or by clarifying any new terms found in the preliminary material.

3. The published mark scheme of this examination offers typical responses that might be expected in answer to the questions and it is obviously in candidates' interests to use this to check they have sufficient knowledge to pass the exam.

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

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