

# Principal Moderator Feedback

Summer 2016

GCE Travel & Tourism (6996)  
Paper 01 Promotions and Sales in  
Travel and Tourism

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 6996\_01\_1606\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2016

## **General Comments**

The paper followed the format of a question and answer booklet. Students were required to respond in the spaces provided. There were 5 questions and 90 marks were available.

The questions only related to the travel and tourism industry. All questions linked to the information under 'what you need to learn' in the qualification specification.

The questions were linked to the assessment objectives. Students therefore needed to demonstrate knowledge and understanding and skills in vocationally related contexts. Students need to apply knowledge and understanding of the specified content and of related skills in vocationally-related contexts. Students need to use appropriate research techniques to obtain information to assess vocationally related issues and problems. Finally students were required to evaluate information to make reasoned judgements, draw conclusions and make recommendations about vocationally related issues and problems.

Most students attempted all questions and consequently they picked up marks across the paper.

## **Question 1**

### **Q1(a)(i)(ii)(iii)**

This question was a variation on the question asked in previous series about the stages involved in the sales process. In previous versions of this question the generic understanding of the stage was tested. This series a scenario was provided and students had to identify the correct stage in the sales process. This did differentiate between students. Many failed to remember the correct terminology for the stage. It is recommended that students learn the sales process stages.

### **Q1(b)(i)(ii)**

The students who answered this question well identified specific skills or qualities required to sell over the phone rather than generic ones that could apply in any face to face situation as well. For example, 'personable' or 'persuasive' were common examples given. These led to generic type answers to Q1bii) which did restrict marks.

However many students were able to completely apply their answers to the scenario provided. One example of an answer to receive maximum marks: 'Good communication skills'.

As the arrangements are not being made face to face it is harder to explain a travel arrangement and you are unable to see facial expressions for clues. This could lead to a lack of understanding of how well the suggested booking is being received, so good verbal communication skills are essential.'

## **Question 2**

### **Q2(a)(i)**

This question differentiated well between students. Those who did not fully know the terminology and difference between different promotional techniques struggled here. It was very clear which students were unsure as responses were confused. However those who had been taught and clearly understood the different techniques scored well.

One three mark response:

'Direct marketing involves making contact with previous customers from the hotel's database, therefore it makes them more likely to return. Direct marketing can be made personal to the customer addressing them by name and therefore it is more effective because if the customer feels special or familiar with the hotel they are more likely to visit again.'

### **Q2(a)(ii)**

More students were able to score here. Clearly advertising is more comprehensively understood. One three marker response:

'To increase passenger numbers is an open unspecific objective, they are wanting to attract any passengers to increase numbers so advertising would be used as there is such a variety of advertising methods and it reaches a wide audience such as a television advert.'

### **Q2(a)(iii)**

The command word changed for this question from explain to describe. This was because it is easier to ensure student knowledge if they describe a public relation activity rather than to explain it as it can be tenuous. Please ensure students are aware of reading and responding appropriately to the command word in the question. One three mark response:

'Book Today could take part in a local charity event by sponsoring part of it and journalists from a local paper are likely to write about it so locals are aware of Book Today's participation.'

### **Q2(b)**

This was a differentiator of a question. Many learners scored well but others really struggled here. Some students discussed the pros and cons of using leaflets in general which was not addressing the question asked. Again please ensure students are aware of reading the question carefully before answering.

Some students referred to environmental issues of developing two leaflets which they had not fully thought through as the same number of leaflets would be produced overall.

One six mark response:

'The advantages would be that each customer would have information tailored to them as primary school children won't understand the same as adult men. The specific targeting of audience may increase numbers from both customer types. The disadvantages would be that for a small museum this would cost a lot of money producing so much material and also it can be time consuming. They will also not attract any new customer types, only the primary groups and the transport enthusiasts who the material is aimed at.'

### **Q2(c)(i)**

A few students misread this question and wrote about obtaining competitor data for sales figures. However overall the majority of students could come up with valid secondary research methods, most around the following:

'To look at their own booking database information and see how many bookings they have had of economy and business passengers.'

### **Q2(c)(ii)**

Again those who could choose correct secondary research methods were normally able to explain why this would get the results required:

'Because they already have the information on their database so it costs no money to get it and it is specific to Premier Air as opposed to another company report.'

### **Q2(d)(i)**

Some good responses were seen to this question with more students able to describe valid primary research methods than secondary ones:

'Premier Air could hold focus groups consisting of business travellers to get their opinions on the promotional activities.'

### **Q2(d)(ii)**

There were more generic type answers to this question which did limit marks. For example: 'You can ask open questions to gain a more detailed response.'

The following response was more applied and therefore gained the two marks available:

'It is appropriate because the business men in the focus group can give their honest opinions on the effectiveness of the promotions and have a proper discussion so Premier Air knows what does and doesn't work well and what they can do in the future to improve.'

### **Question 3**

#### **Q3(a)**

This was a similar question to ones we have had in previous series. It is a good discriminator. Despite the fact that the question was structured as Discuss, most students still went through each of the 4Ps in turn and applied their discussions to the scenario provided. There were still students who tried to say what they would do rather than to look at what Butlins is currently doing – as outlined in the scenario provided. Others merely described again what the scenario organisation provided under each 'P' rather than discussing how each could work for or against the objectives being achieved.

One response that gained full marks:

'Butlins provides a variety of different products for families with small children. For example families can enjoy the waterworld and large families are able to sleep in the 6 bedded apartments ensuring that they will not have to split up. Also the five restaurants are good for families as 'fussy eaters' will have a wide choice of food. But the only product that is available for business people is the team building activity costing £5 per head which is good value for money, but they may not be attracted to Butlins at Skegness as there aren't any conference rooms.

Butlins at Skegness is situated next to a beach which would attract families wanting to go and build sand castles. The railway line would attract families who do not have cars but the 2 hr 30 minute drive would definitely put them off if travelling with little children who get bored. But the airport could attract both families and business people if the flights are reasonable prices. The Express coaches would also encourage people to Skegness as it is a regular service.

Butlins is promoted on its website which both families and business people would use. But if English isn't their first language they may find it difficult to understand the information provided. Brochures can be obtained by families and may lead to pester power from young children looking at the cartoon characters and fun to be had. The fact that the resort won awards makes it extremely encouraging for families to visit as they know it is good quality and safe.

The special offers are good but they are not at the right time for families wanting to travel in term time only at Easter or in the summer holidays so this will not help them achieve their family objective. There are also no packages or deals for business people which could put them off.'

#### **Q3(b)**

This was generally a well answered question with most students scoring at least 2-3 marks. If pointers could be suggested it would be that when two aspects are in the question, both are considered; i.e. design and placement as failure to comment on both restricts the number of marks that can be awarded. One response that scored full marks:

'The design will need to appeal to younger children so having less writing, more pictures, bright colours will all help. They will also need to advertise

where children will be looking, cereal boxes, children's television channels and this will encourage pester power as children will ask their parents.'

### **Q3(c)**

Again a similar question to previous series and again a good differentiator. Some students answered the question without referring to promotional activities and therefore did not score any marks. Many students this time did not refer to examples to illustrate their analysis and therefore restricted the marks that could be awarded.

One response that scored top end level 2 marks:

'Profitability will affect the promotional activities of travel and tourism organisations. For example large profitable companies such as IHG and Holiday Inn have enough money to make and screen TV advertisements across the country, which are very expensive whereas small independent museums will just undertake very local promotions such as a small ad in a local paper or public relations with a press release in the paper.

Also companies will also only advertise if they think they will get the money back through increased sales so will only advertise to get higher market share and if this fails they will drop any campaigns quickly.

Competition will affect companies. Companies will have competitors so they have to keep an eye and watch what they do to increase their popularity. For example if Easyjet reduce their prices Ryanair are likely to do the same and promote this so that they do not lose business.'

### **Question 4**

**Q4(a)** It was disappointing to see how few students took the opportunity to gain easy marks here. Most students were able to achieve 1-2 marks for describing communication channels but very few knew what corporate communications or point of sale meant. Answers that did achieve the maximum marks are shown below:

- i) Communication channels – 'This is how a company will promote a product or service to customers e.g. through a television advertisement.'
- ii) Corporate communications – 'This is how a company or brand make themselves identifiable, having a company logo or certain colours associated with the company.'
- iii) Point of sale – 'Promoting directly at the point where customers would usually make a purchase, by the till.'

### **Q4(b)(i)**

This question asked students to make a judgment on the most appropriate promotional technique to use in certain scenarios. Three promotional techniques were provided for the judgment. The first part asked students to choose the most appropriate method to use when all a company wishes to gain is more market share in a family market. The clear answer was sales promotion and the vast majority of students did choose this technique.

A few students were really confused by the terminology and could not demonstrate knowledge of how the techniques would be used in marketing.

However most did demonstrate knowledge and were able to achieve the marks available.

One response that gained two marks:

'Sales Promotion – 1 kid goes free with full paying adult.'

#### **Q4(b)(ii)**

Most students gained 1 out of the 2 marks available here, including those who identified an incorrect technique as they did understand that they were making the product more attractive to the family market. One answer that scored two marks:

'As Sand and Sunshine is aimed at families, sales promotion is one that would most appeal as families don't have a lot of disposable income. If one child goes free with every full paying adult then more people overall are likely to want to come.'

#### **Q4(b)(iii)(iv)**

This was a differentiating question. Lower scoring students chose suitable techniques, (although a few chose sales promotion) but did not fully explore how this would enable the company to keep its luxury brand image. They would provide more generic answers around increasing awareness.

Higher scoring students made clear links to the fact that the company wanted to maintain its luxury image and explained fully how their chosen technique would allow this to happen.

One response that scored maximum marks:

'Sponsorship – They could sponsor another well known luxury brand to maintain its status e.g. Harrods.'

'It would make them look better but also by working with other luxury brands, it encourages people with money to see them and use them.'

#### **Q4(c)**

Lower scoring students based much of their evaluation purely around AIDA. They would normally not refer to information missing or whether this was the right medium for attracting the target market. This limited marks that could be awarded.

One response that gained 5 marks:

'The quote of 'was £209.99' seems to stand out more than the new price of £179.99 which would mislead the reader. The previous price should be smaller font whereas the new price should be big and bold and eye catching to the viewer. Another discount can be made if the customer quotes JGRT when booking. This advertising should be much bigger and eye catching because it will encourage more customers to book if they can save money. The advert could include more about the gardens and excursions rather than details about the hotel. Furthermore they have only explained the features of the accommodation and attractions rather than the benefits the customer will gain, like relaxation. Lastly more pictures could have been included of the hotel rooms, more of the gardens and excursions/attractions. There could be more room for images if they remove the image of the coach as that is not providing much information.'

Reference to the target market for this trip and evaluation of appropriateness, would have enabled more marks to be awarded for this answer.

## **Question 5.**

### **Q5(a)**

A challenging question. Students scoring lower marks seemed unsure about what Visit England's role is – many thinking it was a tour operator. However students who scored higher marks did understand the role and were able to apply their evaluation to travel agents and whether a repeat of the campaign 'Holidays at Home are Great' should be undertaken. The most common areas explored were the cost of the campaign and the small growth in visitors actually booking through travel agents. A few students examined the area of travel agent commission on low cost holidays which was excellent to see. One response gaining mid level 2 marks:

'They should continue and repeat the holidays at home campaign as there was an increase from 3% to 4.1% in bookings which allows travel agents to remain open as they are continuing to increase profit. However travel agents may not benefit as much from holidays at home as holidays to Europe cost double that amount which means travel agents get more commission which is more beneficial for them as basic wage is poor. Although if more people book multiple holidays it allows travel agents to increase their number of bookings which is more beneficial.

Also Visit England has the funds to be able to draw large amounts of people in by using television adverts which should include travel agents in order to help them in the promotion.'

There were some good evaluative points in this response but clarity varied. In addition more marks could have been scored if more evaluation had occurred of the negative aspects such as cost versus the actual small percentage increase in customers.

### **Q5(b)**

Similar questions to this have appeared in the paper in previous series. Generally students scored at least 3-4 marks here as they were able to use promotional terminology to describe their chosen campaigns and link the materials back to the target market their organisation was trying to attract. If students did lose marks it tended to be because they described a TV advertisement rather than a promotional campaign. Well prepared students did score well – often gaining the full 6 marks available here.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>