

Examiners' Report/ Principal Examiner Feedback

June 2010

Principal Learning

Hospitality - H0307
Sales and Marketing in the Hospitality Industry

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Principal Learning Hospitality

Level 3 - Introduction

Learners sat HO307 for the first time in June 2010. A common factor for attention in both the level 3 papers is that learners must address and compose their answers to respond directly to the active verb used in the questions. Centres are encouraged to note and action the recommendations suggested at the end of each unit.

The papers for the external units performed effectively to discriminate between the pass and A* learners. The questions in both papers covered the broad span of the specifications.

Level 3 - Unit 7 - Sales and Marketing in the Hospitality Industry

General comments

This was the first series of this external examination paper for hospitality taken in Phase 2 of the Diploma. Generally the exam paper performed as expected with some learners gaining the higher grades, particularly for the more analytical questions. It is clear that strong emphasis is placed upon relating key aspects of sales and marketing to the hospitality industry, with learners needing a "rounded" approach to knowledge at this level. It was positive to see that the majority of learners made a good attempt at the examination paper and were allocated the reflective marks.

Question 1(a)

This question was answered very well by the majority of learners who gave a good two part definition of the term marketing.

Question 1 (b)

Most of learners answered this question very well by correctly explained two differences between marketing and selling.

Question 2 (a)

This question was answered very well by the most learners who effectively identified two ways in which a customer database could be used within a Marketing strategy. The range of examples given demonstrated that learners had an up to date knowledge of the use of IT in marketing.

Question 2 (b)

This question was answered very well by the majority of learners who explained how IT could be used for online marketing to attract new business, although some examples that were given were not linked to the use of IT e.g. send out special offers.

Question 3 (a)

The majority of learners answered this question very well by identifying two good examples of promotional techniques which could used to improve bar sales. However a few learners gave two very similar techniques which were not sufficiently differentiated e.g. a 2 for one offer, and large glass of wine for the price of a small, but as the question did ask for different techniques marks were not deducted.

Question 3 (b)

This question was answered very well by the majority of learners who identified two different and good examples of promotional techniques which could used to improve food sales. Most learners managed to select two different techniques from those identified in part a) which gave evidence that the topic of promotional techniques had been taught well by centres.

Question 4(a)

This question was not answered well, with most learners unable to identify four different market segments. Some learners wrote about products & services rather than market segments whilst other wrote about the 4 P's (the marketing mix). Market segmentation is a key factor used in sales and marketing and centres therefore need to make sure that learners do understand what is meant by the terms market segmentation, market segment and target market. It is possible that learners may have found the stem misleading if they did not know

what was meant by the term “occupancy”, which is a well used term in hospitality operations.

Question 4 (b)

The learners who did answer this question well did get full marks and did clearly identify two possible needs of two of the market segments they identified in part (a).

Question 5 (a)

Most learners answered this question well gaining full marks and giving a relevant suggestion for each point. However, some learners scored no marks, making no attempt at a response which suggests that some centres had not taught PEST analysis as part of the unit content on understanding the effects of external factors on hospitality businesses.

Question 5 (b)

No candidate achieved full marks for this question but some learners made a satisfactory attempt at explaining how fluctuating exchange can affect a hospitality business. Some learners did struggle however to show an understanding and were awarded no marks.

Question 5 (c)

No candidate achieved full marks for this question but some learners made a satisfactory attempt at explaining the impact of a new ferry operator. Some learners did struggle however to show any understanding and were awarded no marks. This may be due to them not understanding the stem with regards to licensing ferry operators.

Question 6

Most learners found it difficult to come up with a range of suggestions as to what could be done to minimise the effects of poor summer weather. However some of the ideas that were suggested were good. Overall, learners answered the question adequately with some improvements needed in the descriptive parts of the answer. There were a small number of learners who provided very short answers and made little attempt at this question seeming not to be able to relate marketing issues with the weather. It is therefore important that learners understand what the question is requiring them to do (i.e. state, explain, evaluate, etc.)

Question 7 a)

Most learners answered this question well giving two good examples of market research techniques. The benefit of the doubt was given to learners who used the generic terms of ‘primary’ and ‘secondary’ rather than giving two actual techniques.

Question 7 b)

Most learners found this question difficult and did not demonstrate the ability of being able to evaluate the advantages and disadvantages of market research techniques. Although nearly all learners were able to identify two different market research techniques in a), many were unable to make a satisfactory evaluation of the advantages and disadvantages of one. Some learners attempted to evaluate the information in the stem of building a new function room, rather than evaluating the market research technique.

Question 8

Some learners did attempt this question well and did explain how they could evaluate the two given promotional activities. However, only a few learners were able to offer an explanation as to how they would evaluate the effectiveness of two promotional activities.

Question 9

Very few learners scored more than half marks on this question by actually evaluating this marketing activity with some accurate figures and good suggestions. Most learners failed to evaluate the effectiveness of the marketing activity and used most of the answer space to make suggestions for other promotional activities for which no marks were available. It was therefore evident that some learners did not read or fully understand what the question was asking of them. As a result there was evidence of limited analysis, and in some cases none at all.

With more practice using typical exam questions and Edexcel mark schemes, the answers should better reflect the skills that have been developed.

Overall therefore this was a challenging question for the majority of learners.

Recommendations for centres:

- Ensure that learners are able to understand, and distinguish between, the use of key words in the question i.e. identify, describe, evaluate and analyse.
- Use practice revision sessions for learners to assist them in structuring examination answers to ensure full marks can be allocated.
- Ensure that centres cover the whole unit content in delivery sessions and practice assessment of each component where necessary.
- Use exam questions and mark schemes with learners to identify where allocation of marks are awarded.
- Use practice assessment sessions when necessary to allow learners to develop confidence and ability in examination sessions.
- Attend appropriate Edexcel training events that focus on planning and preparation for Diploma assessment.

Statistics

Level 3 Unit 7 - Sales and Marketing In the Hospitality Industry

	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	60	48	43	38	33	28	24
Points Score	14	12	10	8	6	4	2

Notes

Maximum Mark (raw): the mark corresponding to the sum total of the marks shown on the mark scheme or mark grids.

Raw boundary mark: the minimum mark required by a learner to qualify for a given grade.

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