



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

**TT09 Travel and Tourism - People and
Quality**

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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General Guidance for Assistant Examiners of AS and A Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes an overall assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but where questions are 'levels' marked written communication will be assessed as one of the criteria within each level.

Levels Marking – General Criteria

The following criteria relate to knowledge, understanding, critical application and the quality of written communication as outlined in the AQA GCE Travel and Tourism subject specification. They are designed to assist examiners in determining into which band the quality of response should be placed, and should be used when assessing the level of response an answer has reached. It is anticipated that candidates' performances under the various dimensions will be broadly inter-related and the general guidelines for each level are as follows:

Level 1 The answer is basic.

- Some knowledge is given but this is incomplete. It may contain errors and/or misunderstandings.
- Understanding is shown, but this may be partial or superficial.
- Simple skills are shown, but the candidate struggles with more complex skills. Written communication is basic but conveys meaning, despite some spelling and/or grammatical errors.
- There is some reference to the vocational aspects of the course, but the answer does not show a clear understanding of the needs of the working situations that are mentioned.

Level 2 The answer is clear.

- Knowledge is shown and used in a relevant context. There are few errors or misunderstandings.
- Understanding of simple concepts is shown clearly, and there is some understanding of the more complex ideas of the course.
- Competent skill levels are shown, and the candidate uses some more complex skills. Written communication is clear and conveys meaning well. There may be some spelling or grammatical errors, but the candidate also uses some more sophisticated and mature constructions.
- There is reference to the vocational aspects of the course, and the answer show a clear understanding of some of the needs of the working situations that are discussed.
- The candidate shows some ability to evaluate material provided by the examiner or from his/her own research. Where applicable, some predictions are made on the basis of this material.

Level 3 The answer is detailed.

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills. Written communication is almost faultless and conveys meaning in a very clear way. The candidate uses more sophisticated language and mature constructions.

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- There is reference to the vocational aspects of the course, and the answer show a detailed understanding of the needs of the working situations that are discussed.
 - The candidate can evaluate material provided by the examiner or from his/her own research. Where applicable, detailed predictions are made, and well justified, on the basis of this material.

NB: A perfect answer is not usually required for full marks. Clearly it will be possible for a candidate to demonstrate variable performance between the levels. In such cases the principle of 'best-fit' should be applied.

Annotation of Scripts for Levels Marked Questions

- In levels marking one tick does **not** necessarily equate to one mark. Ticks should **not** be used in levels of response answers, although they are perfectly acceptable in points-marked answers.
- In levels marking underlining should be used very sparingly, to indicate where a section of an answer is to be found. For example, where a candidate begins to describe the opportunities of an organisation after describing its weaknesses in a SWOT analysis without starting a new paragraph.
- Statements that are particularly pertinent or indicate a certain level of understanding should be bracketed in the margin nearby with a note of the level (L1, L2, etc.) attained.
- Use L1, L2, L3, etc. in the left-hand margin. Examiners should note in the margin where a candidate has achieved a particular level of understanding, **each time** that level has been reached in a task. By looking back through the task at the frequency of use of the various levels, the examiner will be able to determine the overall level of the response.
- An up arrow next to the level indicator (e.g. L2↑) would show that the response is at the top end of the level, a down arrow (e.g. L2↓) that it is at the bottom of a level and an equals sign (e.g. L2=) that it is securely within the level. Another acceptable indicator would be 'just' (e.g. L2 – just), showing that a response has just achieved a certain level.
- Candidates sometimes produce large amounts of material that is irrelevant to the task or generic/theoretical only and not creditworthy. Sideline this material and make an explanatory note in the margin (e.g. 'theory' or 'not relevant').
- Marks allocated to sections of a question should be written in the margin at the end of the section, but not circled, and the section marks added up to give the final mark.

General Advice

It is important to recognise that many of the answers within this marking scheme are only exemplars. Where possible, the range of acceptable responses is indicated but, because many questions are open ended in nature, alternative answers may be equally credit worthy. The degree of acceptability is clarified through the Standardisation Meeting, and subsequently by telephone with the Team Leader as necessary.

Preamble regarding the choice of an appropriate travel and tourism organisation.

For their answers, candidates are expected to choose an organisation from the travel and tourism industry. The Specification for Unit 1 provides a valuable list of sectors: transport providers, accommodation providers, tour operators etc. When candidates do not choose an appropriate organisation, the maximum they can score for each Assignment Task will be 10 marks.

Candidates who fail to refer to their chosen travel and tourism organisation are unlikely to score above Level 1.

Assignment Task 1: Customer feedback		
Question	Expected Response – Task 1 Assessment Evidence Criteria – AO1	Mark Allocation
1(a)	<p>Candidates are expected to describe existing practices in their chosen organisation. Note that the number of techniques described is not important: candidates could get top marks even with only one technique, as long as it is presented in depth and clearly answers the question.</p> <p>Level 1 Techniques merely named and identified. Basic lists and bullet points (e.g. <i>'survey, focus group, observation'</i>) will remain at the bottom of Level 1 as they do not provide any description, or any evidence that the topic is understood. Top of level: theoretical definitions of these techniques (e.g. <i>'a mystery shopper visits the different agencies, pretending to be a customer but actually is someone from the head office'</i>).</p> <p>Level 2 Trigger for Level 2: monitoring customer service. At Level 2, candidates will describe how feedback is collected with reference to monitoring customer service (e.g. <i>'this provides information to the head office about the way customers are treated; we never know if the new person entering the travel agency is a mystery shopper'</i>). The emphasis here is on the second part of the question: 'to monitor customer service'.</p>	<p>1–3</p> <p>4–5</p>

Question	Expected Response Assessment Evidence Criteria – AO2, AO3, AO4	Mark Allocation
1(b)	<p>Candidates are expected to evaluate the effectiveness of one of the methods mentioned in 1(a). Even if they have not answered 1(a) very well, candidates can nonetheless answer this question, as it is not dependent on their performance for 1(a). Evaluation is about what is good and what is bad: this is what we expect for the highest marks. If more than one method is examined, then ‘rubric’ (and only the method gaining the highest mark is taken into account).</p> <p>Level 1 Generic statements about the chosen method without any reference to the organisational context. The points made are drawn from generic considerations (e.g. about the advantages and disadvantages of questionnaire surveys). Within this level, higher marks will reward candidates who comment on both the advantages and disadvantages of the method (yet without precise reference to the organisation itself, as that contextualisation is the trigger for level 2).</p> <p>Level 2 At Level 2, candidates will justify and make comments explicitly relevant for the organisation of their choice. At the top of Level 2, candidates will also make reference to the notion of effectiveness (for example linking it to other quality criteria such as validity, reliability or fitness for purpose).</p>	<p>1–4</p> <p>5–8</p>
1(c)	<p>Candidates are asked to describe how their chosen organisation uses customer feedback to make improvements.</p> <p>Level 1 The description is vague or limited (possibly because of a lack of background information). At the top end of level 1, answers will show some understanding of the importance of customer feedback information in the travel and tourism industry and there will be some references to ‘improvements’.</p> <p>Level 2 At level 2, the description is precise, with detailed examples and a clear focus on the second part of the question: ‘...to make improvements’. At the top end of level 2, answers may even be critical towards the organisation or show that customer feedback could be used differently to make improvements.</p>	<p>1–4</p> <p>5–7</p>

Assignment Task 2: Managing complaints		
Question	Expected Response Assessment Evidence Criteria – AO1, AO2, AO3	Mark Allocation
2(a)	<p>Candidates are expected to present facts and information about their chosen organisation, about the most common (typical, standard) causes of complaints received from customers.</p> <p>Level 1 Generic or superficial comments (e.g. ‘customers complain about the quality of service’) without specific reference to the object of the complaint. Note that the exact number of answers is not important (it is not ‘one answer, one mark; two answers, two marks ...’) but we expect a plurality (the question is about causes<u>s</u>).</p> <p>Level 2 Trigger for Level 2: organisation of answer (i.e. typology). At Level 2, candidates will be expected to organise their answer, to suggest types of complaint, to group them (with reference to categories of causes – of departments, of customers, of market segments, or with more sophisticated comments on the causes e.g. complaints linked to physical access vs complaints linked to people) – this is largely dependent upon the type of organisation (examiners’ professional judgement). Put another way, at Level 2, we want evidence of abstract thinking.</p>	<p>1–3</p> <p>4–5</p>
2(b)	<p>Candidates are asked to explain the procedures in place in their chosen organisation to handle customer complaints. There is a direct link to the previous question, but candidates can perform well here even if they did not do very well for 2(a).</p> <p>Level 1 The answers are likely to be descriptive and not to explain: candidates merely describe the procedures used by their organisation to deal with complaints (e.g. <i>letters of apologies are sent together with a voucher for a free meal</i>). At the top of the level, we do not just have bullet points but a substantial answer (in which the candidates show a good knowledge of their organisation and its systems and procedures).</p> <p>Level 2 Trigger for Level 2: references to complaints. At Level 2 candidates explain the relationship between complaints and the procedures in place to deal with them (thereby showing an understanding of the rationale behind the procedures i.e. why they are in place).</p>	<p>1–4</p> <p>5–7</p>

Question	Expected Response Assessment Evidence Criteria – A02, A03	Mark Allocation
2(c)	<p>Candidates are asked to explain how the values and attitudes of the employees may affect the handling of customer complaints.</p> <p>Level 1 At level 1, answers are likely to consist of statements about values and attitudes. An answer with only theoretical comments (about values and attitudes) or with only anecdotes from the organisation will result in a mark at the bottom of level 1. An answer with reference to both 'theory' and 'practice' will lead to a mark at the top of level 1.</p> <p>Level 2 At level 2, answers will explicitly refer to the handling of customer complaints. For higher marks within level 2, candidates will clearly link employees' values and attitudes to the handling of customer complaints. Precise examples may be rewarded as long as they show understanding of the relationship between values/attitudes and the handling of customer complaints.</p>	<p>1–4</p> <p>5–8</p>

Assignment Task 3: Health and safety and the law		
Question	Expected Response – Task 3 Assessment Evidence Criteria – AO1, AO2, AO4	Mark Allocation
3(a)	<p>Candidates are expected to show that they understand and appreciate the implications for their organisation of what is arguably the most fundamental piece of health and safety legislation in the UK: The Health and Safety at Work Act (1974). They are asked to discuss i.e. to develop an argumentation.</p> <p>No reference to chosen organisation (i.e. only theory): maximum level 1.</p> <p>Level 1 Candidates show a basic knowledge/awareness of the principles of the Act. Generic references to ideas about health and safety. References to precise aspects (such as the Health and Safety Commission, or the subsequent legislations) will result in a higher mark within Level 1.</p> <p>Level 2 Trigger for Level 2: pertinent references to the management roles in the organisation (i.e. the case study). At Level 2 candidates will apply key aspects of the legislation to their chosen organisation. Specific examples (situations, issues, possible problems...) will enable candidates to get a higher mark within the level.</p> <p>Level 3 Trigger for Level 3: reference to specific management systems (management, employers, people in control of premises, health and safety officers ... the terminology may vary depending on the organisation). At Level 3, candidates will provide a convincing discussion of the implications of the Act (explaining and illustrating what it implies for the managers of their chosen organisation). The best answers may make reference to the challenges specific to the travel and tourism industry (if appropriate for the organisation; e.g. about health and safety when organising outdoor tours).</p>	<p>1–3</p> <p>4–7</p> <p>8–10</p>

Question	Expected Response Assessment Evidence Criteria – AO1, AO2, AO4	Mark Allocation
3(b)	<p>Candidates are expected to show that they understand and appreciate the implications for their organisation of the DDA or of the Data Protection Act. This question is quite comparable to 3(a) and the marking strategy is similar. ('Rubric' if both Acts are used.) No reference to chosen organisation (i.e. only theory): maximum level 1.</p> <p>Level 1 Candidates show a basic knowledge/awareness of the principles of the Acts. Use of precise terms (such as 'discrimination', 'reasonable adjustments' or 'compliance', as appropriate) will be rewarded by a higher mark within the level.</p> <p>Level 2 Trigger for Level 2: Pertinent references to management roles in the organisation. At Level 2, candidates will apply the legislation to their chosen organisation. Clear examples (situations, issues, even anecdotes) will enable candidates to get a higher mark within the level.</p> <p>Level 3 Trigger for Level 3: reference to specific management systems (management, employers ...). At this level candidates will provide a convincing analysis of the implications of the Act they have chosen to focus on (explaining and illustrating what it implies for the managers of their chosen organisation). The best answers may make reference to the challenges in the travel and tourism industry, with some sector-specific comments (if appropriate for the organisation, e.g. about access to heritage building or the notion of 'tourist experience').</p>	<p>1–3</p> <p>4–7</p> <p>8–10</p>

Assignment Task 4: Management and motivation of teams		
Question	Expected Response – Task 4 Assessment Evidence Criteria – AO2, AO3, AO4	Mark Allocation
4(a)	<p>Candidates are asked to describe the extent to which a positive physical working environment is used in their chosen organisation to motivate staff.</p> <p>Level 1 At level 1, the answer focuses on the notion of positive physical working environment; at the bottom of level 1 the answer will be either too vague (this is where credit is given for describing “the extent to which”) or too theoretical (without applying knowledge). At the top of level 1, candidates will show a solid understanding of the notion of positive physical working environment with precise examples from their organisation – the marking approach here is similar to 2(c).</p> <p>Level 2 At level 2, candidates will clearly establish the link between the working environment and staff motivation. At the top of level 2, candidates may even make suggestions for improvement or at least identify some limits in terms of working environment and staff motivation in their organisation.</p>	<p>1–4</p> <p>5–8</p>

Assignment Task 4: Management and motivation of teams		
Question	Expected Response – Task 4 Assessment Evidence Criteria – AO2, AO3, AO4	Mark Allocation
4(b)	<p>Candidates are expected to write about approaches and techniques which are or which could be used in their organisation (but not repeating comments about a positive working environment, which was the topic of the previous question). Answers may cover issues pertaining to staff training, team-building exercises, human resources management, empowerment, incentives (incl. financial incentives) or other aspects, depending upon the organisation. It is very unlikely that any travel and tourism organisation would have recourse to only one technique in isolation (e.g. <i>only sending staff on training courses such as Welcome Host</i> or <i>only commission on sales</i>) so we will expect more than one element of answer. The question is in the plural: candidates are expected to refer to more than one approach and technique. The exact number does not matter, but only one point (however well presented) will be capped at 3 marks.</p> <p>Level 1 The answer is very descriptive: there is no analysis, i.e. no explanation. Bullet points and keywords will remain at the bottom of Level 1; details will enable a higher mark. At level 1, candidates provide vague/superficial/generic descriptions of methods.</p> <p>Level 2 Trigger for Level 2: justification. At Level 2 candidates will provide elements of analysis (the command word for the question is 'analyse'), explaining the rationale behind the approaches and techniques used. At the top of the level candidates will show that they understand the advantages and principles of the techniques used.</p> <p>Level 3 Trigger for Level 3: reference to the notion of motivation with realistic application to the chosen organisation. At Level 3 candidates will analyse the approaches and techniques with reference to the importance of motivation and the travel and tourism industry as a service sector; for top marks they will link it back to the notions of quality and customer service that underpin Unit 9 as a whole.</p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>

Assessment Grid

Question	Assessment Objective			
	AO1	AO2	AO3	AO4
1(a)	5			
1(b)				8
1(c)		3	4	
2(a)	5			
2(b)		4	3	
2(c)		4	4	
3(a)	2	3		5
3(b)	2	3		5
4(a)		2	3	3
4(b)			8	4

Weightings of Assessment Objectives

AO1	14
AO2	19
AO3	22
AO4	25
Total	80