



**General Certificate of Education (A-level) Applied  
June 2011**

**Travel and Tourism**

**TT09**

**(Specification  
8651/8653/8656/8657/8659)**

**TT09: Travel and Tourism – People and Quality**

***Mark Scheme***

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.
- 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**.

- For tasks A to C, candidates who fail to refer to their chosen travel and tourism organisation are unlikely to score above Level 1.

**Assignment Task A: Management and motivation of teams**

| Question | Expected Response<br>Assessment Evidence Criteria – AO1, AO4   | Mark Allocation                         |
|----------|--|---|
| 01       | <p><b>Describe the extent to which a positive physical working environment is used in your chosen organisation to motivate staff teams.</b></p> <p><b>Level 1 – Basic</b><br/>At the bottom of level 1, the answer is vague and shows limited understanding of what “a positive physical working environment” means. At the top of level 1, the answer shows understanding of the notion of positive physical working environment with some precise examples from their organisation.</p> <p><b>Level 2 – Clear</b><br/>At level 2, candidates clearly establish the link between the working environment and motivating staff teams. At the top of level 2, the answer becomes evaluative, addressing the phrase “the extent to which”.</p> | <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> |

| Question | Expected Response<br>Assessment Evidence Criteria – AO2, AO3  | Mark Allocation  |
|----------|---|--|
| 02       | <p><b>Analyse two other methods of staff motivation which are, or could be, used in your chosen organisation.</b><br/>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.</p> <p><b>Level 1 – Basic</b><br/>The answer is descriptive; there is no analysis. Bullet points and keywords will remain at the bottom of Level 1; details will enable a higher mark. If only one method is mentioned, the maximum mark is 4.</p> <p><b>Level 2 – Clear</b><br/>Trigger for Level 2: two methods are presented. A level 2 answer analyses why the methods are, or could be used, in the organisation. At the top of the level, candidates show that they understand the benefits and principles of the methods used, and they are able to provide details. The terminology used is correct.</p> <p><b>Level 3 – Detailed</b><br/>Trigger for Level 3: references to the notion of motivation with application to the chosen organisation. At Level 3 candidates analyse the methods referring to the importance of motivation; for top marks candidates may link their answer back to the notions of quality and customer service that underpin TT09 as a whole.</p> | <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p> |

**Assignment Task B: Customer complaints**

| Question | Expected Response<br>Assessment Evidence Criteria – AO1  | Mark Allocation                         |
|----------|--|---|
| 03       | <p><b>Identify the most common causes of customer complaint that your chosen organisation receives.</b></p> <p><b>Level 1 – Basic</b><br/>Generic or superficial comments (e.g. ‘customers complain about the quality of service’) without specific reference to the organisation. The exact number of answers is not important (it is not ‘one answer, one mark; two answers, two marks ...’) but for the top of level 1 the answer should cover more than one cause (the question is about causes<u>s</u>).</p> <p><b>Level 2 – Clear</b><br/>Trigger for Level 2: references to the organisation (as opposed to ‘this could be anywhere’). At Level 2, some candidates may organise their answer and may group them (with reference to categories of causes – of departments, of customers, of market segments, or with further 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.</p> | <p><b>1 – 2</b></p> <p><b>3 – 4</b></p> |

| Question | Expected Response<br>Assessment Evidence Criteria – AO3   | Mark Allocation                         |
|----------|---|---|
| 04       | <p><b>Explain the procedures in place in your chosen organisation to handle these complaints.</b></p> <p><b>Level 1 – Basic</b><br/>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, candidates show a good knowledge of their organisation and its systems and procedures.</p> <p><b>Level 2 – Clear</b><br/>Trigger for Level 2: explanations. 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 to handle the complaints).</p> | <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> |

| <b>Question</b> | <b>Expected Response<br/>Assessment Evidence Criteria – AO1, AO4</b>  | <b>Mark<br/>Allocation</b>              |
|-----------------|---|---|
| <b>05</b>       | <p><b>Discuss how the values and attitudes of the employees may affect the handling of customer complaints in your chosen organisation.</b></p> <p><b>Level 1 – Basic</b><br/>At level 1, answers consist of statements about values and attitudes. A developed answer with theoretical comments (about values and attitudes) or with some anecdotes from the organisation will get a higher mark within level 1.</p> <p><b>Level 2 – Clear</b><br/>At level 2, answers also 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 will be rewarded as long as they show understanding of the relationship between values/attitudes and the handling of customer complaints.</p> | <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> |



**Assignment Task C: The law**

| Question | Expected Response<br>Assessment Evidence Criteria – AO1  | Mark Allocation                         |
|----------|--|---|
| 06       | <p><b>Outline the key intentions and requirements of one piece of legislation that is particularly relevant for your chosen organisation.</b></p> <p>In the unlikely event that a candidate chooses a law which is not part of the Specification, examiners should contact the Principal Examiner for advice.</p> <p><b>Level 1 – Basic</b><br/>A level 1 answer consists of generic statements clearly lifted from the preparatory folder. There is evidence of knowledge, but not necessarily of understanding of the chosen law.</p> <p><b>Level 2 – Clear</b><br/>A level 2 answer covers both intentions and requirements; the relevance to the organisation is explicit. A detailed answer will score higher within level 2.</p> | <p><b>1 – 2</b></p> <p><b>3 – 4</b></p> |

| Question | Expected Response<br>Assessment Evidence Criteria – AO3  | Mark Allocation                         |
|----------|--|---|
| 07       | <p><b>Show how the piece of legislation you have chosen for 0 6 affects operational practice in your chosen organisation</b></p> <p>In the unlikely event that a candidate writes about a different law, the maximum they can score for 0 7 is 3 marks, i.e. top of level 1.</p> <p><b>Level 1 – Basic</b><br/>A level 1 answer repeats the answer to the previous question or remains generic and/or vague. At the top of level 1, examples and implications are identified, but they tend to be for the organisation in general, instead of focusing on “operational practice”.</p> <p><b>Level 2 – Clear</b><br/>A level 2 answer shows a clear understanding of the examples and implications of the chosen law for operational practice in the organisation. At the top of level 2, the answer is precise and detailed.</p> | <p><b>1 – 3</b></p> <p><b>4 – 6</b></p> |

| Question | Expected Response<br>Assessment Evidence Criteria – AO2  | Mark<br>Allocation   |
|----------|--|--|
| 08       | <p><b>With reference to your chosen organisation, explain why both managers and other employees need to be aware of the latest developments in legislation.</b><br/><i>Answer this part of the Assignment Tasks in continuous prose. The quality of written communication will be assessed in your answer.</i></p> <p><b>Level 1 – Basic</b><br/>A level 1 answer is generic, with simplistic statements (“they need to know about the law otherwise they may be fined”). If the answer does not cover both managers and other employees, the maximum candidates can score is 3 marks, top of level 1.</p> <p>Some attempt to use a form and style of writing appropriate to purpose and subject matter. Ideas are communicated in a basic way with limited use of specialist vocabulary. There are noticeable errors in accepted conventions of written communication.</p> <p><b>Level 2 – Clear</b><br/>A level 2 answer covers both managers and other employees, showing understanding of the differences between them in the frame of this question. Within level 2, details about new legislation and the organisation enable candidates to score higher.</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated with some structure evident with occasional use of specialist vocabulary. There are some errors in accepted conventions of written communication.</p> <p><b>Level 3 – Detailed</b><br/>A level 3 answer is written as a clear explanation, with reasons why both managers and employees need to be aware of the latest developments in legislation. Within level 3, precise illustrations (of latest developments in legislation) enable candidates to score higher.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter. Ideas are communicated using a logical structure, with use of specialist vocabulary where appropriate. There are few errors in accepted conventions of written communication.</p> | <p><b>1 – 3</b></p> <p><b>4 – 6</b></p> <p><b>7 – 10</b></p> |

**Assignment Task D: Customer service standards**

| <b>Question</b> | <b>Expected Response<br/>Assessment Evidence Criteria – AO3, AO4</b>  | <b>Mark<br/>Allocation</b>              |
|-----------------|---|---|
| <b>9</b>        | <p><b>Discuss the advantages and disadvantages of benchmarking in the travel and tourism industry.</b></p> <p><b>Level 1 – Basic</b><br/>At the bottom of level 1, the answer shows limited knowledge and understanding of benchmarking. At the top of the level, the answer shows good knowledge and understanding, possibly with examples from a range of sectors or organisations. Possibly only ‘advantages’ or ‘disadvantages’.</p> <p><b>Level 2 – Clear</b><br/>A level 2 answer is written as a discussion: the candidate writes about both advantages and disadvantages of benchmarking. Details and illustrations enable candidates to score higher within level 2. A clear conclusion enables candidates to score top marks (for example concluding that, on the basis of the evidence provided, benchmarking presents more advantages than disadvantages and should be used, whenever possible, for the benefits of customers).</p> | <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> |

| Question | Expected Response<br>Assessment Evidence Criteria – AO4  | Mark<br>Allocation   |
|----------|--|--|
| 10       | <p><b>Evaluate the effectiveness of two techniques used in the travel and tourism industry to measure and monitor the standard of customer service.</b></p> <p><b>Level 1 – Basic</b><br/>At level 1, candidates describe the techniques (the Specification mentions informal feedback, suggestion boxes, focus groups, mystery shoppers and observation). Within level 1, illustrations from particular settings/organisations enable candidates to score higher. If only one technique is mentioned, the maximum a candidate can score is top of level 1.</p> <p><b>Level 2 – Clear</b><br/>At level 2, candidates evaluate the techniques: they refer to their benefits and to their costs (beyond merely stating “it is a good method”). The effectiveness is explicit. Within level 2, illustrations from particular settings/organisations enable candidates to score higher.</p> <p><b>Level 3 – Detailed</b><br/>At level 3, candidates evaluate not only techniques themselves, but rather the notion of “effectiveness (...) to measure and monitor customer service”. Within level 3, illustrations from particular settings/organisations enable candidates to score higher.</p> | <p><b>1 – 4</b></p> <p><b>5 – 8</b></p> <p><b>9 – 12</b></p> |