



**General Certificate of Education (A-level) Applied
June 2012**

Travel and Tourism

TT09

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

Unit 9: 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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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Quality of Written Communication

As required by Ofqual, 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 shows 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 shows 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: Customer service standards

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
01	<p>Describe how your chosen organisation sets its quality standards for customer service.</p> <p>Level 1 – Basic At level 1, the answer is vague and shows limited understanding of the notion of “setting quality standards”. The answer may be long-winded, covering a range of aspects from the Spec, from quality criteria to feedback methods including benchmarking, market research etc. Within level 1, a sense of context (organisation-specific) enables candidates to score higher.</p> <p>Level 2 – Clear At level 2, candidates clearly describe how quality standards are set in their chosen organisation (this could be based on external industry benchmarks or on internal levels of expectations set by customer service managers, or a combination of both, depending on the organisation). Within level 2, more details about the organisation enable candidates to score higher (e.g. reference to periodic reviews of quality standards).</p>	<p>1 – 3</p> <p>4 – 6</p>

Question	Expected Response Assessment Evidence Criteria – AO2, AO3	Mark Allocation
02	<p>Explain how your chosen organisation monitors and evaluates the quality of its customer service.</p> <p>Level 1 – Basic The answer is descriptive. Candidates refer to the systems, procedures or techniques used (e.g. observation or mystery shoppers) yet without explaining how they are used to monitor and evaluate the quality of customer service. Within level 1, a sense of context (organisation-specific) enables candidates to score higher.</p> <p>Level 2 – Clear Trigger for Level 2: explanation. At level 2, candidates explain how the systems, procedures or techniques in place (depending on the organisation) are used to monitor and evaluate the quality of customer service (for example through systematic or random visits of bedrooms by the head of housekeeping). Within level 2, more details about the organisation enable candidates to score higher (e.g. reference to the regularity of monitoring and evaluation).</p>	<p>1 – 4</p> <p>5 – 8</p>

Question	Expected Response Assessment Evidence Criteria – AO2, AO4	Mark Allocation
03	<p>Suggest two possible improvements to customer service in your chosen organisation.</p> <p>This question is point marked: 2 x 3 marks. Marks are not transferable.</p> <p>For each improvement suggested, candidates may score up to 3 marks:</p> <ul style="list-style-type: none"> • 1 mark for identifying the improvement • up to 2 other marks for outlining the improvement in the context of the organisation (i.e. enabling the reader to see why this is an improvement to customer service; the second extra mark is likely to be a justification of the need for that improvement; it could also be development of the 1st extra mark idea). 	<p>2 x 3 = 6</p>

Assignment Task B: Security in travel and tourism

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
04	<p>What is meant by <i>sabotage</i>?</p> <p>Point marked:</p> <ul style="list-style-type: none"> • 1 mark for a theoretical answer that shows some understanding of sabotage as a deliberate action causing damage to an organisation • 1 other mark for a development of the definition (clearly applied to the chosen organisation). 	2

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
05	<p>Describe one security hazard, other than sabotage and theft of electronic information, that is particularly relevant for your chosen organisation.</p> <p>If candidates write about sabotage or theft of electronic information, they cannot score any marks.</p> <p>Level 1 – Basic Basic presentation of the risk (e.g. violence to staff and customer, terrorism, accidental damage, etc.) which is named and defined in generic terms, without meaningful reference to the chosen organisation.</p> <p>Level 2 – Clear Trigger for Level 2: meaningful reference to the organisation (“meaningful” as in: not just mentioning the name of the organisation in the answer, but showing that the risk is relevant for that organisation). At level 2, the security hazard is presented in context (e.g. reference to the fact that the hotel has a bar called “61” where some customers tend to drink too much and have become abusive towards staff in the past).</p>	<p>1 – 2</p> <p>3 – 4</p>

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
06	<p>Explain the procedures in place in your chosen organisation to deal with the security hazard described in 05.</p> <p>Level 1 – Basic The procedures in place are identified but only described, not explained: a level 1 answer shows knowledge of the organisation (through the candidates' research) but no evident understanding of the rationale for the procedures in place. Within level 1, more details about the organisation enable candidates to score higher.</p> <p>Level 2 – Clear Trigger: explanation. The procedures in place (e.g. about CCTV cameras) are explained: the answer includes the reasons behind them ("<i>because...</i>"). Within level 2, more details about the organisation enable candidates to score higher.</p>	<p>1 – 3</p> <p>4 – 6</p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
07	<p>Evaluate the risk of theft of electronic information from your chosen organisation.</p> <p>Level 1 – Basic Generic (or superficial) comments about theft of electronic information (e.g. reference to hacking and the need for password protection). Within level 1, a sense of context (organisation-specific) enables candidates to score higher (for example references to the computer systems in their chosen organisation).</p> <p>Level 2 – Clear Trigger for Level 2: explicit evidence of evaluation. A level 2 answer evaluates the risk: is it low or high? And why? Within level 2, the quality and quantity of reasons presented for the evaluation enable candidates to score higher. (For a hotel taking online booking and e-payment, the risk is higher than for a zoo).</p>	<p>1 – 4</p> <p>5 – 8</p>

Assignment Task C: The law

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
08	<p>Outline the key intentions and requirements of two pieces of legislation, other than the Disability Discrimination Act, that are important for your chosen organisation.</p> <p>Marked as [2x4].</p> <p>If a candidate writes about the DDA, that answer is not credited, so the candidate can only score a maximum of 4 for Question 08 overall.</p> <p>Level 1 – Basic At level 1, answers show some theoretical knowledge of the chosen piece of legislation. At the top of level 1, candidates make use of appropriate terms.</p> <p>Level 2 – Clear At level 2, answers cover both intentions and requirements. At the top of level 2, the answer may refer to the importance of the legislation (esp. its impacts for travel and tourism organisations), its complexity (or subsequent problems for T&T organisations) or issues of interpretation of the law.</p>	2 x 4 = 8 1 – 2 3 – 4

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
09	<p>Evaluate how one of the pieces of legislation outlined in 08 affects operational practice in your chosen organisation.</p> <p>In the unlikely event that a candidate writes about a different law (or about the DDA), the maximum they can score here is 4 marks, i.e. top of level 1.</p> <p>Level 1 – Basic A level 1 answer tends to repeat some points from the previous question (about the piece of legislation itself) or remains generic and/or vague. At the top of level 1, some implications are identified, but they tend to be for the organisation in general, instead of focusing on “operational practice”.</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>Level 2 – Clear A level 2 answer shows a clear understanding of the implications of the chosen piece of legislation for operational practice in the organisation. At the top of level 2, the answer is detailed.</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>Level 3 – Detailed A level 3 answer is fully evaluative and possibly balanced. It covers areas where the piece of legislation has influenced operational practice. A level 3 answer is likely to use precise terminology such as “compliance”.</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>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>

Assignment Task D: Complaints and serious situations

Question	Expected Response Assessment Evidence Criteria – AO2, AO4	Mark Allocation
10	<p>Suggest how the values and attitudes of employees in travel and tourism organisations may affect the handling of customer complaints.</p> <p>Level 1 – Basic At level 1, answers consist of generic statements about values and attitudes. Answers may be long-winded or vague. At the top of level 1, candidates show that they clearly understand the meaning of the phrase “values and attitudes” about employees and about organisations (corporate values and attitudes).</p> <p>Level 2 – Clear At level 2, answers refer to values and attitudes with regard 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, usually in a negative way. Likely answers will be about age (generation difference), racism or xenophobia. Precise examples and anecdotes will be rewarded as long as they show understanding of the relationship between values/attitudes and the handling of customer complaints.</p>	<p>1 – 2</p> <p>3 – 4</p>

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
11	<p>Explain why managers, rather than employees at a lower level, are required to deal with serious complaints or situations.</p> <p>Level 1 – Basic A level 1 answer mainly agrees with the statement (“managers are required...”) and develops it, giving examples of such situations. Within level 1, real examples (as opposed to fictional or hypothetical ones) enable candidates to score higher.</p> <p>Level 2 – Clear A level 2 answer is explanatory, with explicit reference to managers’ abilities, roles and responsibilities, especially in cases of serious complaints and situations. Within level 2, real examples (as opposed to fictional or hypothetical ones) enable candidates to score higher.</p>	<p>1 – 4</p> <p>5 – 8</p>

Question	Expected Response Assessment Evidence Criteria – AO2	Mark Allocation
12	<p>Analyse, with examples, how a growing compensation culture has affected travel and tourism organisations.</p> <p>Level 1 – Basic At level 1, the concept of ‘compensation culture’ is understood but the answer remains vague and generic (basic points about dissatisfied customers willing to sue a service provider). Level 1 answers are likely to focus on the concept of compensation culture, rather than paying attention to the core of the question (“... <i>has affected...</i>”). At the top of level 1, the answer includes precise examples, linked to real situations or at least realistic scenarios typical of the travel and tourism industry (e.g. lost luggage).</p> <p>Level 2 – Clear At level 2, the answer is analytical, it refers to causal links and to the ways in which the recent trend in compensation culture has affected travel and tourism operations. Pertinent examples may include ‘passenger charters’ and ‘disclaimers’. At the top of level 2, there is a range of examples.</p>	<p>1 – 4</p> <p>5 – 8</p>