



General Certificate of Education

Travel and Tourism
8651/8653/8656/8657/8659

TT09 Travel and Tourism – People and Quality

Mark Scheme

2010 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 A2 Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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 organisations from the travel and tourism industry. The *Specification* for Unit 1 provides a list of relevant sectors: transport providers, accommodation providers, tour operators etc. When candidates fail to choose appropriate travel and tourism organisations, the maximum they can score for each Assignment Task is 10 marks.

Assignment Task 1: Customer feedback

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
1(a)	<p>Describe one technique that your chosen organisation uses to collect customer feedback.</p> <p>The <i>Specification</i> mentions a range of possible techniques: suggestion boxes, mystery shoppers etc.</p> <p>Level 1 - Basic At level 1, the description of the technique is basic or generic</p> <p>Level 2 - Clear At level 2, the description provides details in the context of the organisation. At the top of level 2, the answer is very precise (e.g. number and size of questionnaires, their return rate, frequency of mystery shoppers, length of their visit etc)</p>	<p>1–2</p> <p>3–4</p>

Question	Expected Response Assessment Evidence Criteria – AO2	Mark Allocation
1(b)	<p>Evaluate the suitability of the technique described in (a) for collecting customer feedback.</p> <p>Candidates are asked to show they understand the rationale for the choice of the feedback technique in their chosen organisation (put another way: Why did managers choose this particular technique? What makes it particularly suitable for the chosen organisation?) Candidates might decide to compare techniques; this strategy is acceptable (<i>“a mystery visitor is a good technique because most passengers would not take time to fill in a questionnaire as they may not have a pen with them and the logistics to distribute and collect questionnaires would be complex”</i>).</p> <p>Level 1 - Basic At level 1, the chosen technique is evaluated in a superficial or theoretical way, typically with a generic list of the advantages and/or disadvantages of that particular technique. At the top of level 1, the list is detailed.</p> <p>Level 2 - Clear At level 2, the chosen technique is evaluated in the context of the organisation: precise references are made to the business and to the suitability of the technique in that particular context. Put another way, at level 2, the answer is applied and not generic. At the top of level 2, the evaluation is detailed.</p> <p>Level 3 - Detailed At level 3, the evaluation is detailed: the rationale for the choice of the technique is presented, but possible limits are also identified in the context of the organisation; there may also be recommendations about improving the technique.</p>	<p>1–4</p> <p>5–7</p> <p>8–10</p>

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
1(c)	<p>Explain how customer feedback can be used in your chosen organisation to make changes to its customer service practices.</p> <p>Some candidates may use precise examples to substantiate and illustrate their explanation; this should be credited.</p> <p>Level 1 - Basic At level 1, the answer is vague or superficial; candidates may write a lot about collecting feedback, yet without making explicit links between customer feedback (its collection, its results) and changes in the organisation's customer service practices (following decisions and actions).</p> <p>Level 2 - Clear At level 2, the links between customer feedback and changes in customer service practice are explicit. Candidates show they understand that, ultimately, the purpose of customers' feedback is to improve customer service (as opposed to just monitoring current practice). At the top of level 2, the explanation is very clear.</p>	<p>1–3</p> <p>4–6</p>

Assignment Task 2: Security of information

Question	Expected Response Assessment Evidence Criteria – AO1, AO3	Mark Allocation
2(a)	<p>Describe and explain the systems and procedures in place to ensure that in your chosen organisation complies with the Data Protection Act 1998.</p> <p>Candidates must not only demonstrate their knowledge and understanding of the legislation (level 1), they also need to show that they know and understand what the organisation has done in order to be fully compliant.</p> <p>Level 1 - Basic At level 1, answers show knowledge of the Data Protection Act (e.g. reference to not keeping personal information for longer than necessary). At the top of level 1, descriptions and explanations are present but they remain superficial or generic (e.g. password protected computers to stop anybody from accessing personal data).</p> <p>Level 2 - Clear At level 2, the systems and procedures in place are explained with reference to the Act (e.g. mentioning registration with the Information Commissioner if appropriate). Put another way, at level 2, the systems and procedures in place are explained. The answer goes beyond the basic elements anybody might be aware of (e.g. about passwords on computers) to explore more organisation-specific aspects (e.g. staff training, filing systems). At the top of level 2, clear links are made between operational practice and the legislation.</p>	<p align="center">1-4</p> <p align="center">5-8</p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
2(b)	<p>Evaluate the risks of the theft and misuse of electronic information in your chosen organisation.</p> <p>Level 1 - Basic At level 1, the answer is basic, for instance with a description of common risks associated with online booking and issues of prevention with data encryption. Attempts at evaluating remain minimal (statements about high risk or low risk may not be accompanied by any justification).</p> <p>Level 2 - Clear At level 2, the answer shows a precise understanding of the types of electronic information present in the organisation (e.g. not only about customers, but also about employees) and of the subsequent risks for the organisation. There may be references to security breaches and to procedures in place to prevent them. Evaluation is explicit in the answer, but only sporadically.</p>	<p align="center">1 – 4</p> <p align="center">5 – 8</p>

	Level 3 - Detailed At level 3, candidates fully evaluate the risks in an objective way. The answer is sophisticated, for example differentiating between levels of risks (low risk vs high risk) by sector or department (e.g. in a hotel), or different types of electronic information that may be stolen or misused (e.g. personal data vs bank details), depending upon the organisation.	9 – 12
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Assignment Task 3: Health and safety and the working environment

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
3(a)	<p>Outline two health and safety risks for employees in your chosen organisation.</p> <p>The question is about health and safety, not about security; as there may be some overlap between safety and security, examiners may need to use their professional judgement (e.g. ‘air rage’ is acceptable if presented as a safety risk for the flight attendant who tries to calm down the violent passenger and might be hurt).</p> <p>The risks must be <u>for employees</u>.</p> <p>The answer is point marked; for each health and safety risk:</p> <ul style="list-style-type: none"> • 1 mark for a basic or theoretical presentation of the risk itself • 1 mark for application to the chosen organisation • 1 mark for development <p>Marks cannot be transferred.</p>	<p align="center">2x3=6</p>

Question	Expected Response Assessment Evidence Criteria – AO2,AO3	Mark Allocation
3(b)	<p>Describe and explain the systems and procedures in place to ensure that your chosen organisation complies with the Health and Safety at Work Act 1974.</p> <p>Candidates must not only demonstrate their knowledge and understanding of the legislation (level 1), they also need to show that they know and understand what the organisation has to do in order to be fully compliant. The marking strategy is similar to 2(a).</p> <p>Level 1 - Basic At level 1, answers show some knowledge of the Act (e.g. reference to providing information, instruction and training). At the top of level 1, descriptions and explanations are present but they remain superficial (e.g. having a health and safety supervisor).</p> <p>Level 2 - Clear At level 2, the systems and procedures in place are explained with references to the Act (e.g. having a safety policy or being subjected to inspections from the Health and Safety Executive). The answer goes beyond the basic elements anybody might be aware of (e.g. about safety training) to explore more organisation-specific aspects (as the issues are different for a theme park with rides, a zoo with wild animals or an airline company). At the top of level 2, clear links are made between systems and procedures and the legislation.</p>	<p>1-4</p> <p>5-8</p>

Question	Expected Response Assessment Evidence Criteria – AO3,AO4	Mark Allocation
3(c)	<p>Analyse how a positive physical working environment can help employees of your chosen organisation to deliver high quality customer service.</p> <p>Level 1 - Basic At level 1, answers demonstrate some understanding of what a 'positive physical working environment' means, with pertinent examples, but the links to delivering high quality customer service are weak, if present at all. At the top of level 1, the answer includes details about the positive physical working environment of the organisation.</p> <p>Level 2 - Clear At level 2, answers establish a clear link between the concept of 'positive physical working environment' and 'delivering high quality customer service'. Possible routes include references to motivation, job satisfaction, suitability of the workplace or precise examples about employees work. At the top of level 2, the analysis is clear and detailed.</p>	<p>1-3</p> <p>4-6</p>

Assignment Task 4: Trends and changes

Question	Expected Response Assessment Evidence Criteria – AO2, AO3	Mark Allocation
4(a)	<p>Explain, with examples, how recent trends in a compensation culture have affected the operation of 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>have affected the operation</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. delayed flights).</p> <p>Level 2 - Clear At level 2, the answer explicitly refers to the ways in which the recent trends in compensation culture have affected travel and tourism operations. Pertinent examples may include ‘passenger charters’ and ‘disclaimers’. At the top of level 2, the explanations are explicit (with causal links and presentations of impacts on the industry) and the examples are precise.</p>	<p>1–4</p> <p>5–8</p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
4(b)	<p>Discuss, with examples, the impacts of changing regulations and legislation on the travel and tourism industry. This task includes marking of quality of written communication. This question does not refer to specific pieces of legislation/regulation nor to specific sectors of the travel and tourism industry. Candidates have some flexibility in that respect, for example they could write about the impacts of more widespread (ie. ‘change’) smoking bans on restaurants, or about the impacts of changing security measures on airport operations.</p> <p>Level 1 - Basic At level 1, some basic yet relevant points are made: the answers include correct elements, but the argumentation is fragmented and disjointed, possibly with long, irrelevant passages. Within level 1, precise and pertinent examples will enable candidates to score higher (e.g. reference to details on a new piece of legislation and its consequences for some travel and tourism operators). 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>	1–4

	<p>Level 2 - Clear</p> <p>At level 2, answers are presented as a clear discussion, considering different sides of the argument, different points of view. (Just a list of regulations/laws does not make a discussion). Level 2 answers are likely to comment on the fact that some changes have affected some organisations, whilst others have remained unaffected. More detailed answers will score higher within level 2, for example with efforts to contrast precise situations or precise examples (e.g. the airline industry vs the hospitality industry).</p> <p>Limited use of a form and style of writing appropriate to purpose and subject matter.</p> <p>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</p> <p>Level 3 answers will end with a clear conclusion, on the basis of evidence provided (...<i>changes in the legislation have enormously affected the travel and tourism industry...</i> or ...<i>changes in the legislation hardly affect the travel and tourism industry</i>). The best candidates within level 3 may demonstrate a subtle understanding of the underpinning politics, emphasising how the travel and tourism industry is a highly regulated environment with some legislation affecting the whole industry, whilst others are sector-specific.</p> <p>Full use of a form and style of writing appropriate to purpose and subject matter.</p> <p>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>5-8</p> <p>9-12</p>
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