



**General Certificate of Education
June 2010**

Travel and Tourism

TT09

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 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.

Assignment Task A: Responsibilities of managers

Describe how managers ensure that health and safety are maintained in your chosen organisation.

Level 1 - Basic

At level 1, the descriptions are basic or generic, for example about health and safety in general, about policies or procedures, about systems in place. At the top of level 1, the answer is clearly applied to managers.

Level 2 - Clear

At level 2, the descriptions precisely refer to what managers concretely do to ensure that health and safety (policies) are maintained. At the top of level 2, the answer will be clearly applied to the candidate's chosen organisation (with precise examples).

1-3

4-6

[illegible][illegible]

Assignment Task B: Provision for customers who have special needs	
Expected Response – 04 Assessment Evidence Criteria – AO1	Mark Allocation
<p>Describe the specific needs of a customer with hearing impairment who would like to use your chosen organisation.</p> <p>The question is in the plural ('needs') so several elements of answer are expected. Some organisations may lend themselves better than others to answering this question; candidates are expected to have studied at least two organisations and will have chosen the one that offers the best case-study.</p> <p>Level 1 - Basic At level 1, the answer is generic and could probably apply to any organisation; it is likely to focus on communication. At the top of level 1, answers may refer to lip-reading, signing (BSL) etc, stressing the notion of needs (needs to compensate) – the focus being on the needs of the customers, not the needs of the organisation.</p> <p>Level 2 - Clear At level 2, the answer is organisation-specific and focuses on the 'specific needs' of customer (e.g. vibrating pillow in a hotel, written signs in a coach station as opposed to just announcements etc), going beyond the obvious but considering the travel and tourism experience of hearing-impaired people.</p>	<p>1–2</p> <p>3–4</p>

Expected Response – 05 Assessment Evidence Criteria – AO1	Mark Allocation
<p>Outline the key intentions and requirements of the Disability Discrimination Act (1995)</p> <p>Level 1 - Basic At level 1, the answer shows some (theoretical) knowledge of the DDA. A couple of bullet points will remain at the bottom of level 1. At the top of level 1, candidates use appropriate terms such as 'reasonable adjustments' and 'discrimination'.</p> <p>Level 2 - Clear At level 2, the answer covers both intentions and requirements; it also shows evidence of understanding – this could be: understanding the importance of the legislation (esp. its impacts for travel and tourism organisations), understanding the complexity of the DDA (interpreting the Act is not simple: what constitutes 'reasonable adjustment?'). Candidates could mention that the 1995 Act has been complemented by the 2005 Act that also now covers public transport; this is not asked for, but it shows understanding of the DDA as a document that evolves over time.</p>	<p>1 – 2</p> <p>3 – 4</p>

<p align="center">Expected Response – 06</p> <p align="center">Assessment Evidence Criteria – AO2, AO4</p>	<p align="center">Mark Allocation</p>
<p>Evaluate how much difficulty your chosen organisation had in complying with the requirements of the Disability Discrimination Act.</p> <p>Level 1 - Basic At level 1, the answer addresses the organisation's compliance. It is likely to list/describe what the organisation does/provides to disabled customers. Evaluation is minimal ("<i>they do it very well</i>"). Within level 1, precise examples and references (to buildings, processes etc) enable candidates to score higher (e.g. a removable ramp to access a building, brochures available in large fonts or in Braille, staff trained to use British Sign Language etc).</p> <p>Level 2 - Clear At level 2, the answer addresses the issue of difficulties in complying with the Act. Evaluation is present, yet rather in the form of an evaluation of the organisation overall (was it easy to make the 'reasonable adjustments required by the law?') rather than an evaluation of the difficulties themselves. Within level 2, precise examples and references (to buildings, processes etc) enable candidates to score higher.</p> <p>Level 3 - Detailed At level 3, the answer duly evaluates the difficulties with particular reference to the organisation and its context (e.g. material/physical difficulties, financial ones, procedural ones, according to the type of organisation: a theme park, an airport, a Victorian stately home and a newly built hotel have all encountered different difficulties).</p>	<p align="center">1 – 4</p> <p align="center">5 – 8</p> <p align="center">9 – 12</p>

Assignment Task C: Complaints and serious security situations	
Expected Response – 07 Assessment Evidence Criteria – AO1	Mark Allocation
<p>Describe the procedures in place in your chosen organisation to handle complaints.</p> <p>Level 1 - Basic At level 1, the answer is basic and lacks detail (e.g. <i>letters of apologies are sent together with a voucher for a free meal</i>). A level 1 answer could be in the form of a list, as opposed to a description. A level 1 answer could apply to any organisation: when reading it, there is not much sense of the chosen organisation.</p> <p>Level 2 - Clear At level 2, the answer is detailed: candidates show a solid knowledge of their organisation and its procedures. At the top of level, the descriptions are precise.</p>	<p>1–2</p> <p>3–4</p>

Expected Response – 08 Assessment Evidence Criteria – AO2	Mark Allocation
<p>Explain how the values and attitudes of the employees in your chosen organisation may affect the handling of customer complaints.</p> <p>Level 1 - Basic At level 1, the answer consists of generic and theoretical statements about values and attitudes, maybe in a rather superficial or naïve way. Within level 1, some attempts at exemplifying will be credited.</p> <p>Level 2 - Clear At level 2, the answer explicitly refers to the handling of customer complaints and makes a link between employees' values/attitudes and their handling of the complaints. Within level 2, examples of application of the concept of values and attitudes will be credited.</p>	<p>1–2</p> <p>3–4</p>

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Throughout this Mark Scheme 0 marks – no work worthy of the award of a mark.

Assignment Task D: Quality	
Expected Response – 11 Assessment Evidence Criteria – AO3, AO4	Mark Allocation
<p>Explain, with examples, why benchmarking is used in the travel and tourism industry</p> <p>Level 1 - Basic At level 1, the answer displays some understanding of benchmarking, with some pertinent examples (e.g. star schemes in the hospitality industry, systems of comparisons with competitors etc). Within level 1, precise examples enable candidates to score higher.</p> <p>Level 2 - Clear At level 2, the answer is duly presented as an explanation (see command word, as opposed to a presentation of what benchmarking means). The explanation mentions the reasons for the wide-spread use of benchmarking in the industry (performance indicators in a very competitive sector). Within level 2, precise examples enable candidates to score higher.</p>	<p>1-4</p> <p>5-8</p>

<p align="center">Expected Response – 12</p> <p align="center">Assessment Evidence Criteria – AO3, AO4</p>	<p align="center">Mark Allocation</p>
<p>Discuss, with examples, the measurement of ‘quality’ in the travel and tourism industry.</p> <p>Level 1 - Basic At level 1, the answer mainly lists/identifies a measurement of quality including the range of quality criteria that are used in the industry: price/value for money, reliability, accessibility and availability etc (see Specification). Within level 1, more details about quality criteria enable candidates to score higher. 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 At level 2, the answer takes the form of a discussion about quality in travel and tourism organisations, explicitly mentioning that different organisations and situations will require different approaches to ‘quality’. Within level 2, precise examples will enable candidates to score higher. 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 At level 3, the discussion focus on the concept of measuring quality, presenting a range of arguments and examples. At the top of level 3, an explicit conclusion is drawn, in the basis of the evidence provided (for example about the need yet impossibility to measure quality once and for all across the sector). 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 align="center">1–4</p> <p align="center">5–8</p> <p align="center">9–12</p>