



**General Certificate of Education**

**Travel and Tourism**

**8651/8653/8656/8657/8659**

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

**Report on the Examination**

*2010 examination - June series*

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## General Comments

This was the eighth operational paper of Unit 9 Travel and Tourism – People and Quality.

Candidates had clearly studied a range of travel and tourism organisations and had relevant documents in their preparatory folders. The better candidates managed to make good use of the information they had collected, whereas the weaker candidates tended to just lift and copy, producing pages and pages of text, sometimes with little relevance to the question asked.

## What was particularly good

1. To the surprise and delight of examiners, most candidates answered Question 

1	1
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 about benchmarking rather well, even sometimes very well. Benchmarking is a difficult concept which had proved a major challenge in the past, whenever there was a question about it. Teachers have explained and illustrated the reasons why benchmarking is used in the travel and tourism industry and most candidates now understand this; from a vocational perspective, this is very important.
2. Most candidates not only displayed a sound knowledge of the legislation affecting travel and tourism organisations, but they were also able to apply their knowledge – for example about the Data Protection Act for Question 

0	9
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 about the Health and Safety at Work Act for Question 

0	2
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 and about the Disability Discrimination Act for Question 

0	6
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3. Most candidates paid close attention to the command words; teachers must have spent time clarifying the meanings of terms such as “outline” (e.g. Question 

0	5
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), “analyse” (e.g. Question 

0	3
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) and “discuss” (e.g. Question 

1	2
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). Even the weaker candidates clearly endeavoured to follow what they were asked to do.

## What was not so good

1. Too many candidates ignored some key terms and therefore did not answer as well as they could have. For example, Questions 

0	1
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0	2
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 and 

0	3
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 were about *managers*, but many candidates missed that focus and wrote about organisations and staff in general. Question 

0	9
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 was about *theft of information*, but some candidates wrote about theft in general (including theft of luggage, of clothes, of vehicles). Question 

1	2
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 was about the *measurement* of quality, but many candidates wrote about quality of service in general.
2. As noted in several previous reports, many candidates still present their answers as pages and pages of text without any break, without any paragraphs, or without any indication of structure. Candidates must organise their text in sections and sub-sections, thereby showing the logic and the plan of their answer.
3. Although spelling is not an assessment criterion, it is concerning to see candidates who are enrolled on a GCE in Travel and Tourism write about “plains” and “earoplaines”.
4. As part of their preparation, many candidates had seemingly worked through previous exam questions. This is good practice, but candidates must be reminded that questions do change and variations do matter; for example, for Question 

0	7
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, instead of writing about the procedures in place to handle complaints, many candidates wrote about the *causes* of complaints or the *types* of complaints received by their chosen organisation – but those were the topics of previous questions about complaints, but not the exact topic of Question 

0	7
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 in June 2010.

## ASSIGNMENT TASK A

This task was about responsibilities of managers; the three questions explicitly used the word “managers”. Some candidates duly focused on managers and did very well, but many wrote about all employees or about organisations in general, which was unfortunate, as they could not reach level 2 in their answers. Question **0 2** was about *reasons* (“explain (...) why managers...”) but many candidates just described *how* managers take responsibility for ensuring that new regulations are complied with, not *why* they do so. Paying closer attention to the exact wording of the question would have helped many candidates score higher. On a positive note, many candidates did provide good examples of new regulations, for example about smoking bans or restrictions on hand luggage onboard aircraft. Question **0 3** about motivating employees did not prove difficult; all candidates were able to cover a range of approaches and techniques, from bonus schemes to target setting; the better candidates were able to link those approaches and techniques with the topic of motivation, thereby scoring higher marks within level 2.

## ASSIGNMENT TASK B

This task was about provision for customers who have special needs. Previous TT09 questions had considered wheelchair users and visual impairment – Question **0 4** here was about customers with hearing impairment. Most candidates showed sound knowledge (for instance about vibrating pillows in hotel rooms or hearing loop systems in customer service areas), however many did not properly tackle the question: instead of answering the question asked (“Describe the specific needs of a customer with hearing impairment...”), they somehow rephrased and described what the chosen organisation needed to do in order to cater for customers with hearing impairment. They were still able to score some marks, but not to reach level 2. Question **0 5** about the Disability Discrimination Act enabled candidates to show they understood the legislation; many duly included phrases such as “reasonable adjustments” in their answer; use of this type of appropriate terminology is what is expected for this GCE qualification. Question **0 6** was about evaluating how much difficulty a chosen organisation had in complying with the requirements of the DDA. Some candidates wrote excellent answers (for example about Windsor Castle or about Manchester Airport) but many candidates remained at a descriptive level, failing to refer to difficulties and failing to evaluate.

## ASSIGNMENT TASK C

This task was about complaints and serious security situations. Of the four tasks, this is the one that candidates found the most challenging, or at least the one where most candidates scored their lowest marks. The first question (Question **0 7**) was meant to be a relatively easy introduction to the topic of complaints (“Describe the procedures in place in your chosen organisation to handle complaints”) yet many candidates only wrote about types and causes of complaints, often with few references to handling those complaints; others wrote about methods to minimise the number of complaints. It may well be that the word “procedure” was misunderstood by candidates, although it is used several times in the Specification. Question **0 8** was the most disappointing one; most candidates were not able to explain how the values and attitudes of the employees may affect the handling of customer complaints. Most answers covered generic issues of induction, training or customer service, which was not the focus here; some candidates provided good and original answers though, for instance about social background, class, race/ethnicity, gender, body image as well as age/generation differences. Question **0 9** about theft of information enabled candidates to show their knowledge of security measures in office settings (typically about encryption, secure servers and passwords), though some also referred to other issues such as CRB checks that did not seem relevant.

## **ASSIGNMENT TASK D**

Most candidates answered Question 

1	1
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 about benchmarking well, sometimes very well. Very few failed to score a few marks – a situation most different from the very first time a question about benchmarking was asked in a TT09 exam, when most candidates failed to score a couple of marks. Question 

1	2
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, the final question (where QWC was assessed) was purposely broad: “Discuss, with examples, the measurement of ‘quality’ in the travel and tourism industry”; that question enabled candidates to use, apply and integrate their notes and knowledge from several parts of the Unit (e.g. about quality criteria and customer service standards) and also to refer to more than one organisation. Some candidates wrote about a wide range of sectors, thereby showing sound knowledge and understanding of the travel and tourism industry overall; from a vocational perspective, this was most satisfactory.

### **Suggestions for teachers to prepare future TT09 candidates**

1. Help candidates understand that when questions are worded slightly differently, they will require different answers. A simple exercise can help illustrate that, by contrasting expected answers to “describe the procedures in place in your chosen organisation to handle complaints”, “describe the main causes of complaints in your chosen organisation” and “describe the main sources of complaints that your chosen organisation receives”.
2. Stress the importance of the layout and presentation of the answers: the exam script ultimately remains a tool of written communication. (This has been mentioned in previous reports but it is still a problem, especially for candidates with poor handwriting.)
3. Make sure that candidates understand the possible usefulness of the documents they have in their preparatory folders; they need to know how to use them for their answers, as opposed to just lifting and copying pages and pages.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.