



**General Certificate of Education (A-level) Applied  
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**Travel and Tourism**

**TT09**

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

**Unit 9: Travel and Tourism – People and Quality**

***Mark Scheme***

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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: Security in Travel and Tourism**

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
01	<p><b>Outline two security hazards (other than terrorism) particularly important for your chosen organisation.</b></p> <p>The answer is point marked: 2 x 3 marks. Marks are not transferable.</p> <p>The Specification lists a range of security hazards: violence to staff and customers, fraud, accidental damage, theft of property, theft of information etc.</p> <p>For each security hazard outlined, candidates may obtain up to 3 marks:</p> <ul style="list-style-type: none"> <li>• 1 mark for naming/identifying the security hazard</li> <li>• 1 other mark for some elaboration (definition, description...)</li> <li>• 1 other mark for a presentation in the context of the organisation (as opposed to a generic one: for that extra mark, there needs to be a precise sense of the chosen organisation).</li> </ul> <p>Example: <i>'Alcohol related incidents are always a potential security hazard (1 mark) because of the bar which stays open very late in the front part of the hotel, often till 2am, as long as there are customers willing to pay (1 mark) but it is usually business tourists, not locals, and they do not get drunk, they only come to the bar to relax after the conference and to meet and talk, so problems of violence and alcohol are very rare, but the bar staff and security must always be aware of that and they are trained to deal with drunk or dangerous customers (1 mark).</i></p>	2 x 3 = 6

Question	Expected Response Assessment Evidence Criteria – AO2, AO3	Mark Allocation
02	<p><b>Explain the procedures in place in your chosen organisation to deal with each of the two security hazards you have outlined in 01.</b></p> <p>Candidates are expected to refer to the hazards identified in the previous answer; if they refer to other hazards, the maximum mark they may score here is 4 marks overall. Each part of the answer is marked out of 4, i.e. 4 marks for the procedures to deal with “hazard A”; 4 marks for the procedures to deal with “hazard B”.</p> <p>Marks cannot be transferred from one answer to the next (i.e. max 4 for each hazard).</p> <p><b>Level 1 – Basic</b> At level 1, the candidate demonstrates some knowledge: basic knowledge of the procedures in place in the organisation at the bottom of level 1, more substantial knowledge at the top of level 1 - but at level 1 the answer remains descriptive (i.e. the candidate does not explain the procedures).</p> <p><b>Level 2 – Clear</b> At level 2, the answer is explanatory. It demonstrates understanding, as opposed to just knowledge: understanding the rationale for the procedures (i.e. why they are in place that way), with direct reference to the hazard in the context of the organisation. A top mark will be awarded to a detailed answer clearly linking the procedures to the hazard.</p>	<p><b>2 x 4 = 8</b></p> <p><b>1 – 2</b></p> <p><b>3 – 4</b></p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
03	<p><b>Evaluate the risk posed by terrorism to your chosen organisation.</b></p> <p><b>Level 1 – Basic</b> At level 1, the answer is about terrorism in general, with generic statements about the dangers coming from terrorist acts/activities. At the bottom of level 1, the points made could apply to any travel and tourism organisation. At the top of level 1, the answer includes some pertinent comments about the context of the chosen organisation, though the evaluation is implicit rather than explicit.</p> <p><b>Level 2 – Clear</b> At level 2, the answer includes an explicit evaluation of the risks; they may be (very) low or (very) high, depending upon the chosen organisation, its sector and its location (e.g. a camping site vs an airline). At the top of level 2, the answer may be very detailed (underpinned by facts and evidence collected) or may address some other pertinent concepts (e.g. direct risks vs indirect risks, especially if the organisation is unlikely to be a terrorism target, yet could suffer from a downturn in tourism activity).</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>

**Assignment Task B: Provision for customers who have special needs**

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
04	<p><b>Explain the specific needs of a wheelchair-bound customer of your chosen organisation.</b></p> <p>The question is in the plural ('needs'): several elements of answer are expected though not a specific/minimum number.</p> <p><b>Level 1 – Basic</b> Answers at level 1 describe generic needs (typically about physical access to buildings and toilets, door handles, lift or ramps for first floor etc).</p> <p><b>Level 2 – Clear</b> At level 2, candidates go beyond just describing: their answer explains (see command word) reasons for those needs in the particular organisation (as opposed to comments that can apply to any organisation): in the case of an airline, for example, the specific needs of a wheelchair-bound customer will span from checking-in to boarding the plane; in the case of a TOC (train operating company), the specific needs will be about accessing the platform and then the train.</p>	<p><b>1 – 2</b></p> <p><b>3 – 4</b></p>



Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
05	<p><b>Outline the key intentions and requirements of the Disability Discrimination Act (1995).</b></p> <p>The Act makes it illegal to discriminate against disabled people in relation to employment, the provision of goods and services, education and transport; in the context of travel and tourism, notions of services and transport are particularly relevant (and these are the areas candidates are most likely to write about, though some might also write about employment, as in: disabled people working in travel and tourism organisations; this is acceptable). Service providers are expected to make ‘reasonable adjustments’ to cater for all users, irrespective of their dis/abilities; ‘reasonable adjustment’ is a key term candidates are expected to use.</p> <p><b>Level 1 – Basic</b> At level 1, answers show some theoretical knowledge of the DDA. At the top of level 1, candidates will use appropriate terms such as ‘reasonable adjustments’ and ‘discrimination’.</p> <p><b>Level 2 – Clear</b> At level 2, answers cover both ‘intentions’ and ‘requirements’ (ideally in two separate sections, though some candidates may not follow such a clear structure). At the top of level 2, candidates may comment on the importance of the legislation (esp. its impacts for travel and tourism organisations), on its complexity of the DDA (interpreting the Act is not simple: what constitutes ‘reasonable adjustment’?) or on the changes over time (as the 1995 Act has been complemented by the 2005 Act that also now covers public transport).</p>	<p><b>1 – 2</b></p> <p><b>3 – 4</b></p>

Question	Expected Response Assessment Evidence Criteria – AO2	Mark Allocation
06	<p><b>Analyse how the Disability Discrimination Act (1995) affects operational practice in your chosen organisation.</b></p> <p><b>Level 1 – Basic</b> At level 1, candidates describe the systems, procedures and policies in place in their chosen organisation (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). Within level 1, a detailed answer enables candidates to score higher.</p> <p><b>Level 2 – Clear</b> At level 2, candidates explicitly link the DDA and operational practice in the chosen organisation. Within level 2, precise explanation of those links enable candidates to score higher, as candidates analyse the effects/impacts the DDA has had on the organisation, and the subsequent changes that may have taken place in order to comply with the Act.</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>

Question	Expected Response Assessment Evidence Criteria – AO2	Mark Allocation
07	<p><b>Suggest two improvements that could be made in your chosen organisation to enable it to cater even better for customers who have special needs.</b></p> <p>This question is point marked: 2 x 2 marks. Marks are not transferable.</p> <p>For each improvement suggested, candidates may obtain up to 2 marks:</p> <ul style="list-style-type: none"> <li>• 1 mark for identifying/outlining the improvement</li> <li>• 1 other mark for clearly presenting the improvement in the context of the organisation (i.e. enabling the reader to see why this is an improvement to cater for customers who have special needs).</li> </ul> <p>Note: Candidates are not asked to write about wheelchair-bound customers (as in Question 4); they may do so, but they could also refer to other types of disabilities.</p>	2 x 2 = 4

**Assignment Task C: Customer feedback**

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
08	<p><b>Describe how your chosen organisation collects feedback from its customers.</b></p> <p>There is no expectation with regard to the number of feedback techniques/methods described; it will depend upon the organisation. Only one method, presented with sufficient depth and details, could be level 2 (in the case of an organisation that collects customer feedback in only one way, however unlikely it might seem).</p> <p><b>Level 1 – Basic</b> Technique(s) to collect feedback are identified. Basic lists and bullet points (e.g. <i>'survey, focus group, observation'</i>) will remain at the very bottom of Level 1 as they do not provide any description. Top of level 1: theoretical definitions of these methods/techniques (e.g. <i>'a mystery shopper visits the different agencies, pretending to be a customer but actually is someone from the head office'</i>).</p> <p><b>Level 2 – Clear</b> At level 2, the feedback methods/technique(s) are described in the context of the organisation (e.g. <i>'this provides information to the head office about the way customers are treated; we never know if the new person entering the travel agency is a mystery shopper'</i>). Details that show a good knowledge of the organisation enable candidates to score higher within level 2.</p>	<p><b>1 – 3</b></p> <p><b>4 – 6</b></p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
09	<p><b>Explain the advantages and disadvantages of <u>one</u> of the methods used in your chosen organisation to collect customer feedback.</b></p> <p>This answer is point marked, with up to 3 marks for the advantages and up to 3 marks for the disadvantages of the chosen method:</p> <ul style="list-style-type: none"> <li>• 1 mark for theoretical presentation of the [dis]advantage (e.g. <i>'very few people actually fill in the questionnaire, so it is not representative'</i>),</li> <li>• 1 other mark for explanation (e.g. <i>'only unhappy customers tend to fill in the questionnaire so it does not represent the views of the majority of customers who may be very satisfied with customer service'</i>)</li> <li>• 1 other mark for development in the context of the organisation, which can include comments about the consequences or suggestions for the future, e.g. <i>'the customer service manager is very aware of that problem, she has told us they will try to encourage customers to fill in the feedback questionnaire by adding a prize draw because otherwise it's difficult to know what customers think'</i>.</li> </ul> <p>If a candidate writes only about advantages or only about disadvantages, the maximum they will score here, logically, is 3 marks.</p> <p>There is no expectation with regard to the number of advantages and disadvantages; although there should be more than one.</p> <p>Marks are not transferable.</p>	2 x 3 = 6

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
10	<p><b>Using examples, show how your chosen organisation uses, or could use, customer feedback to improve its customer service practice.</b></p> <p><b>Level 1 – Basic</b> At the bottom of level 1, the answer remains vague and limited (possibly because of a lack of background information or a lack of understanding of the use and benefits of customer feedback). At the top end of level 1, answers show some understanding of the importance of customer feedback information in the chosen organisation (i.e. it is not an end in itself, but a way to improve customer service practice).</p> <p><b>Level 2 – Clear</b> At level 2, the answer includes have both descriptions and illustrations; they may be based on current practice in the chosen organisation (<i>uses</i>), or on candidates' own ideas and suggestions (<i>could use</i>) about the use of feedback collected. At the top of level 2, answers show a good understanding of the importance of customer feedback information in the chosen organisation (because of their environment, because of the nature of their work, because of the type of customers etc).</p>	<p><b>1 – 4</b></p> <p><b>5 – 8</b></p>

**Assignment Task D: Customer feedback**

Question	Expected Response Assessment Evidence Criteria – AO2, AO3	Mark Allocation
11	<p><b>Using examples, explain how your chosen approach/technique is used by the travel and tourism industry to motivate staff.</b></p> <p><b>Level 1 – Basic</b> At level 1, the answer mainly defines and presents the chosen approach or technique. Within level 1, details enable candidates to score higher (e.g. description of different management styles or generic explanation of what constitutes a positive physical working environment).</p> <p><b>Level 2 – Clear</b> At level 2, the answer includes examples, i.e. the candidate applies the chosen approach to the travel and tourism industry, illustrating what it concretely means and implies. Within level 2, details enable candidates to score higher (e.g. references to precise organisations, to precise policies in context).</p> <p><b>Level 3 – Detailed</b> At level 3, the answer refers back to the notion of motivation, explaining how/why the chosen approach or technique can motivate workers. Within level 3, details enable candidates to score higher (e.g. references to staff motivation coming from a combination of financial and non-financial incentives).</p>	<p><b>1 – 3</b></p> <p><b>4 – 7</b></p> <p><b>8 – 10</b></p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
12	<p><b>Discuss the possible limitations of your chosen approach/technique to motivate staff in the travel and tourism industry.</b></p> <p>Answer this part of the Assignment Task in continuous prose. The quality of written communication will be assessed in your answer.</p> <p><b>Level 1 – Basic</b> At level 1, the answer identifies (some) limitations (i.e. flaws, problems, limits, issues) of the chosen approach or technique. Within level 1, details enable candidates to score higher (e.g. arguing why job rotation does not necessarily suit everybody, as some members of staff may have other commitments such as childcare).</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> At level 2, the answer starts explicitly discussing possible limitations, commenting on their relative importance and possible problems. At the top of level 2, details enable candidates to score higher (e.g. references to precise organisations and situations).</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> At level 3, the answer is written as a discussion and refers back to the notion of staff motivation. At the top of level 3, details enable candidates to score higher (e.g. references to different ways to implement the same approach/technique, more or less successfully).</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 – 7</b></p> <p><b>8 – 10</b></p>