



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Education**

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

**TT09          Travel and Tourism – People and  
Quality**

**Mark Scheme**

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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.

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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 relevant sectors: transport providers, accommodation providers, tour operators etc. When candidates fail to choose an appropriate organisation, the maximum they can score for each Assignment Task will be **10** marks.

<b>Assignment Task 1: Security in travel and tourism</b>		
<b>Question</b>	<b>Expected Response – Task 1 Assessment Evidence Criteria – AO2</b>	<b>Mark Allocation</b>
<b>1(a)</b>	<p><b>Outline two security hazards, other than terrorism, particularly relevant to your chosen organisation.</b></p> <p>The number <b>two</b> is important as this question is point marked (and not level marked): 2 x 3 marks.</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 hazard outlined, candidates can 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 description/definition/elaboration,</li> <li>• 1 other mark for a meaningful presentation in the context of the organisation or of the travel and tourism industry.</li> </ul> <p><i>Example: ‘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 often 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>	<b>2 x 3</b>

Question	Expected Response – Task 1(b) Assessment Evidence Criteria – AO3	Mark Allocation
1(b)	<p><b>Describe the procedures in place in your chosen organisation to deal with each of the security hazards identified in (a).</b></p> <p>Candidates are expected to refer to the hazards identified in the previous question. (If they refer to other hazards, the maximum mark they can get here is 4 marks overall).</p> <p>Each part of the answer will be marked out of 4: 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</b> At level 1, the answer demonstrates knowledge: basic knowledge of the procedures in place in the organisation at the bottom at level 1, substantial knowledge at the top of level 1.</p> <p><b>Level 2</b> At level 2, the answer demonstrates understanding (and not just knowledge): understanding the rationale for the procedures (i.e. why there are in place that way), with direct reference to the hazard in the context of the organisation. Top mark will be awarded to a detailed answer fully linking the procedures to the hazard (identifying the risk and minimising the risk).</p>	<p><b>2 x 4</b></p> <p><b>1–2</b></p> <p><b>3–4</b></p>

Question	Expected Response – Task 1(c) Assessment Evidence Criteria – AO4	Mark Allocation
1(c)	<p><b>Evaluate the risk posed by possible terrorist acts on your chosen organisation</b></p> <p><b>Level 1</b> At level 1, the answer is about terrorism in general, with generic statements about the dangers posed by terrorist acts/activities. At the bottom of level 1, the points made could apply to any T&amp;T organisation. At the top of level 1, one finds pertinent comments about the context (the chosen organisation), possibly with references to notions of direct risks and 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>Level 2</b> At level 2, one has an evaluation of the risks; they might actually be very low or very high, depending upon the chosen organisation, its sector and its location ~ but the candidate needs to explain that for a mark at level 2. At the top of level 2, one has an explicit awareness of the fact that not all T&amp;T organisations are potential terrorist targets in the same way, some sectors (e.g. airlines) may be more at risk than others (e.g. camping sites).</p>	<p><b>1–3</b></p> <p><b>4-6</b></p>

<b>Assignment Task 2: Operating in accordance with the law</b>		
<b>Question</b>	<b>Expected Response – Task 2(a) Assessment Evidence Criteria – AO1</b>	<b>Mark Allocation</b>
<b>2(a)</b>	<p><b>Outline the key intentions and requirements of two pieces of legislation</b></p> <p>The Specification lists the pieces of legislation candidates will have studied, though other choices could be accepted, if professionally suitable (e.g. with regard to tour operations or travel agencies).</p> <p>Each piece of legislation will be marked out of 4; the assessment strategy here is comparable to (1b).</p> <p><b>Level 1</b> At level 1, answers show some theoretical knowledge of the chosen piece of legislation. Bullet points will remain at the bottom of level 1. At the top of level 1, candidates will make use of appropriate terms and important phrases from the legislation (e.g. for the DDA ‘reasonable adjustments’).</p> <p><b>Level 2</b> At level 2, answers show evidence of understanding ~ which, for example, could include: understanding the importance of the legislation (esp. its impacts for travel and tourism organisations), possibly understanding its complexity (or subsequent problems for T&amp;T organisations) as well as some issues of interpretation (in a critical way for a top mark at level 2).</p>	<p><b>2 x 4</b></p> <p><b>1–2</b></p> <p><b>3-4</b></p>



Question	Expected Response – Task 2(b) Assessment Evidence Criteria – AO4	Mark Allocation
2(b)	<p><b>Evaluate how one of these pieces of legislation affects operational practice in your chosen organisation.</b></p> <p>(Of the two pieces of legislation they presented in (2a), candidates are free to choose the one they prefer. If they choose another one, the maximum they can score here will be 4 marks).</p> <p><b>Level 1</b> At level 1, the answer is descriptive: it provides information about compliance, procedures and operations but there is no clear relationship between the legislation and the organisation’s practice and procedures. Within level 1, a more detailed answer will score higher, showing good knowledge of the systems in place in the organisation with regard to the area covered by the chosen piece of legislation e.g. health, safety or discrimination (depending upon the chosen legislation). Basic evaluation may be present.</p> <p><b>Level 2</b> At level 2, the answer clearly shows how the legislation affects the organisation. Candidates show not only their knowledge of the legislation and of the organisation, but they link the two. Answers at level 2 establish a clear link between the legislation and operational practice in the organisation. Within level 2, precise illustrations enable candidates to score higher. Some evaluation may be present.</p> <p><b>Level 3</b> At level 3, candidates evaluate the ways in which the legislation affects the organisation: this may include comments about the importance of the legislation (To which extent does it affect the organisation? Why? Does it limit the scope or potential of the organisation?) Within level 3, higher marks will be given to candidates whose evaluation is balanced and takes several factors into account (for example short term &amp; long term views, staff &amp; consumers, men &amp; women ~ depending upon the piece of legislation chosen).</p>	<p><b>1–4</b></p> <p><b>5-8</b></p> <p><b>9-12</b></p>

<b>Assignment Task 3: Customer feedback</b>		
<b>Question</b>	<b>Expected Response – Task 3 (a) Assessment Evidence Criteria – AO2</b>	<b>Mark Allocation</b>
<b>3(a)</b>	<p><b>Describe how your chosen organisation collects customer feedback.</b></p> <p>There is no expectation with regard to the number of feedback techniques/methods described here; it will depend upon the organisation. Systems pertaining to customer complaints are valid answers (as they can be considered as a method to receive customer feedback).</p> <p><b>Level 1</b> Techniques to collect feedback are named and 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: candidates could just copy the spec from the folder in front of them. 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</b> At level 2, the feedback methods/techniques are presented 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>). Precise details, showing a good knowledge of the organisation, will enable candidates to score higher within level 2.</p> <p>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>1-3</b></p> <p><b>4-6</b></p>

Question	Expected Response – Task 3(b) Assessment Evidence Criteria – A)1, AO3	Mark Allocation
3(b)	<p><b>Explain the strengths and weaknesses of one method used in your chosen organisation to collect customer feedback.</b></p> <p><b>Level 1</b> The answer is basic (“<i>few people fill in the questionnaire</i>”) or generic; it may include omissions or contradictions that demonstrate some lack of understanding (“<i>not everybody comes to the focus group</i>”). At the top of the level, the points made may be clear and correct, but with a lack of explanation (why is this a strength/weakness?) – or the answer refers to only strengths or only weaknesses.</p> <p><b>Level 2</b> <u>Both</u> strengths and weaknesses are mentioned with specific reference to the organisation/some explanation (e.g. “<i>only unhappy customers tend to fill in the questionnaire so it does not represent the view of the majority of people who may be satisfied with customer service</i>”). At the top of the level, the answer is balanced and the candidate may make use of appropriate terminology (e.g. referring to anonymity, confidentiality, qualitative data, statistical analysis)</p>	<p><b>1-3</b></p> <p><b>4-6</b></p>

Question	Expected Response – Task 3(c) Assessment Evidence Criteria – AO2, AO3	Mark Allocation
3(c)	<p><b>Analyse with examples how your chosen organisation uses or could use customer feedback to improve its customer service practice.</b></p> <p><b>Level 1</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 (not an end in itself, but a way to improve customer service practice).</p> <p><b>Level 2</b> At level 2, one has <u>both</u> explanations 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>) the 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 their customers...)</p>	<p><b>1-4</b></p> <p><b>5-8</b></p>

<b>Assignment Task 4: Quality</b>		
<b>Question</b>	<b>Expected Response – Task 4(a) Assessment Evidence Criteria – AO2</b>	<b>Mark Allocation</b>
<b>4(a)</b>	<p><b>Discuss how ‘quality’ is defined in your chosen organisation.</b></p> <p>‘Quality’ (a keyword in the name of the Unit itself!) can be defined in different ways: it may mean fitness for purpose, reduction of variability, or compliance with specifications; it may denote some degree of achievement or excellence (with reference to benchmarking or other indicators). Some organisations may use some of the quality criteria listed in the Specification (<i>price/value for money, reliability, accessibility, availability...</i>). Candidates are not expected to use all definitions and criteria (as some may not be suitable/relevant, it will depend on the chosen organisation).</p> <p><b>Level 1</b> Quality is defined in the context of the organisation: candidates write about the meaning (and maybe also importance) of quality in their chosen organisation. One may here have references to customer service standards or to quality criteria to measure quality performance (for example reliability for an airline operator).</p> <p><b>Level 2</b> Candidates do not just define quality (in the context of the organisation), but they also discuss that definition; they are likely to refer to the sector in which the organisation operates, or to the presence or absence of benchmarks, or to competitors’ own approaches. Put another way, level 2 answers really take the command word into account (‘discuss’). Higher marks may reward candidates who are able to comment about quality at a more general level in the travel and tourism industry, showing how their organisation is (only) part of a wider sector.</p>	<p><b>1-3</b></p> <p><b>4-6</b></p>

Question	Expected Response – Task 4(b) Assessment Evidence Criteria – AO1, AO3, AO4	Mark Allocation
4(b)	<p><b>Explain why quality is important for both staff and customers of your chosen organisation.</b></p> <p>If the answer does not cover both staff and customers, max 3 marks (i.e. top level 1).</p> <p><b>Level 1</b> At level 1, the answer remains generic: candidates might write long answers yet without pertinent points about the importance of quality. At the top of level 1, candidates consider only staff (quality being what they are expected to deliver, possibly linked to issues of professionalism) or only customers (quality being what they expect, possibly linked to issues of customer satisfaction).</p> <p><b>Level 2</b> At level 2, candidates give explanations, for example: for customers, quality may lead to repeat visit/patronage (which in turns benefits the organisation); for staff, quality means that they fulfil their jobs (and might even be rewarded with incentives). At level 2, the best candidates may even comment on the problems associated to lack of quality (customer complaints, declining reputation, loss of business...).</p>	<p><b>1-3</b></p> <p><b>4-6</b></p>

Question	Expected Response – Task 4(c) Assessment Evidence Criteria – AO4	Mark Allocation
4(c)	<p><b>Evaluate the extent to which your chosen organisation uses or could use benchmarking to set its own quality standards.</b></p> <p>This question requires an evaluation: some organisations may make limited use of benchmarking (in which case candidates should explain why, also considering the other side of the argument i.e. whether it would be appropriate or useful for their chosen organisation to make more use of benchmarks) ~ other organisations may use benchmarking extensively (and candidates could then write about subsequent issues e.g. monitoring and professional practice across the sector).</p> <p><b>Level 1</b> At level 1, answers demonstrate some understanding of benchmarking (and related notions of ‘best practice’ and ‘competitor analysis’) yet without providing an evaluation of their chosen organisation’s use of benchmarking. At the top of level 1, candidates illustrate their understanding of the importance of benchmarking in the travel and tourism industry (for example with reference to professional systems such as hotel stars, AA hospitality awards, ISO 9000 etc).</p> <p><b>Level 2</b> At level 2, one has an evaluation focusing on the chosen organisation: To which extent does it use benchmarking? Why? The idea of setting standards is particularly important at level 2. At the level of level 2, some candidates may even comment on differences between organisations and between sectors: in some sectors (e.g. public tourism: tourist offices, NTOs) benchmarks are used a lot more than in others (e.g. private sector); likewise, some organisations will engage more than others with benchmarking practices to set their quality standards.</p>	<p><b>1-4</b></p> <p><b>5-8</b></p>