



General Certificate of Education

Travel and Tourism

8651/8653/8656/8659

TT09 People and Quality

Mark Scheme

2008 examination - June 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 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. Answers that do not refer to organisations are unlikely to score above level 1.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>For your chosen organisation, outline two <i>serious</i> situations or problems where managers would need to get involved.</p> <p>The number <u>two</u> is important: one expects two answers, each answer will get up to three marks:</p> <ul style="list-style-type: none"> • 1 mark for presentation of the situation/problem (e.g. <i>'the head receptionist will get involved if a customer refuses to pay the bill when they check out because they say they did not use the mini-bar and the receptionist himself cannot deal with that and he would call his line manager'</i>) • 2 marks for extra information/details which could be theoretical or illustrative (e.g. <i>'customers sometimes try to defraud the organisation and we must be careful but sometimes there are genuine errors in the bill'</i>). The top mark may reward candidates who explain why it is a serious situation (as opposed to a routine operational situation whereby managers would not need to get involved). The trigger for the third mark will be the organisation-specific dimension of the answer (<i>'This tends to happen in the busiest periods such as the Hat Fair early July because the Hotel du Vin is then very busy, as Mr Buttivant explained when we visited his establishment...'</i>) <p>Candidates might demonstrate a vivid imagination (e.g. a customer found murdered in their hotel bedroom), this is acceptable as long as it is plausible and qualifies as 'a serious situation or problem' (thefts and accidents qualify as 'serious situation or problem').</p> <p>The two situations/problems must be different: if they are too similar then RUBRIC (for example a stolen bag in a hotel bedroom and a stolen coat in a hotel bedroom).</p>	2 x 3	AO2 AO3

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)	<p>For one of the serious situations or problems that you identified in (a), explain and justify the course of action that the manager would follow.</p> <p>Of the two problems/situations presented in (1a), candidates are free to choose the one they prefer. If they choose another one, the maximum they can score here will be 3 marks.</p> <p>Level 1 The answer is descriptive: it states what the manager would do (<i>contact the owner, call the police, call a doctor, call the tourist's tour operator...</i>) yet without much explanation with regard to the rationale for the course of action. Within level 1, a more detailed answer will score higher.</p> <p>Level 2 Trigger for Level 2: explanation and justification. At Level 2 candidates have paid close attention to the command words ('explain and justify'), they show they understand why that specific course of action is appropriate and they explain the rationale for that course of action. Within level 2, higher mark may be awarded to candidates who comment on the course of action that must always be followed in case of emergency, or to candidates who comment on the facts that 'standard procedures cannot be relied upon in all circumstances' and that 'recent trends in a compensation culture affect the operation of travel and tourism organisations' (to quote the Specification).</p>	<p>1 – 3</p> <p>4 – 6</p>	<p>AO2 AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(c)	<p>Evaluate the organisation's procedures or systems for dealing with serious situations and emergencies.</p> <p>Level 1 At level 1, the answers are descriptive: with statements about procedures or systems currently in place (e.g. panic button under the desk at reception, emergency call to security agency, insurance) yet without evaluation (simple statements such as '<i>this is good</i>' are not considered as sufficient evaluation as this task is assessing AO4). A more detailed answer will score higher within level 1.</p> <p>Level 2 At level 2, there is evaluation of the procedures ('<i>this is safe because...</i>', '<i>this may not be sufficient if ... because...</i>'), about their strengths and possibly weaknesses too. At level 2, candidates show not only their knowledge of the procedures (level 1) but they also demonstrate their ability to evaluate. Top marks within level 2 will reward well argued and cogent evaluations.</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>Explain how ‘quality’ is defined in your chosen organisation.</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>Level 1 Quality is defined in the context of the organisation: candidates write about the meaning (and maybe also importance) of quality in their chosen organisation. Answers may include references to customer service standards or to quality criteria to measure quality performance (for example reliability for an airline operator).</p> <p>Level 2 Candidates do not just define quality (in the context of the organisation), but they also explain that definition; this could done by referring 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 (‘explain’). Within level 2, 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>1 – 3</p> <p>4 – 6</p>	<p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(b)	<p>Evaluate how well your chosen organisation meets the needs of different types of customer.</p> <p>Depending upon the organisation, “types of customer” will have different meanings: it could be a segmentation by age, budget, type of tourists etc. Candidates are not expected to use the terminology of market segmentation (this is not the remit of this Unit), but they need to show that they know the types of customer of their chosen organisation (for example: a local travel agent could work with (a) families and (b) senior citizens, and with (a) customers on low income more interested in budget bargains and (b) customers for whom the originality of the experience matters more than the price.)</p> <p>Level 1 Level 1 answers refer to the different types of customers of the organisation, showing (in simple terms) how their needs may differ and how the organisation caters for them nonetheless. A more precise answer (giving details about different customers’ needs) will score higher within level 1.</p> <p>Level 2 At level 2, answers have an evaluation (AO4), for example with comments on the way the organisation caters well/better for certain segments than others (e.g. with more products on offer). At this level answers are critical (this does not mean that candidates have to negatively criticise the organisation: statements that the organisation meets the needs of all types of customers are acceptable as long as they are justified).</p>	<p>1 – 3</p> <p>4 – 7</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p>Discuss, with examples, how your organisation has made or could make improvements in the quality of its customer service.</p> <p>Candidates can refer to implemented improvements (for example as part of an existing quality enhancement policy) or they can suggest possible ways to improve the quality of the customer service (with more imaginative answers).</p> <p>Level 1 At level 1, answers display concrete and realistic ideas but limited discussion, i.e. limited engagement with ideas (such as the rationale behind the improvements). Bullet points and very brief suggestions (<i>'have more staff'</i>) will remain at the bottom of level 1. At the top of level 1, there are embryonic explanations (<i>'have more staff will shorten waiting time'</i>) which are true but not precisely contextualised.</p> <p>Level 2 At level 2, answers include both examples and a discussion in the context of the organisation (for example candidates could explain why <i>staying open late one evening a week might benefit some of the customers of the travel agency, the ones who work during the day, they can then visit the travel agency on Thursday evening when they go for their late shopping until 10pm, and this eventually results in more business for the travel agency.</i> Detailed answers (with details both about the changes/improvements and about the reasons/justifications) will enable candidates to achieve higher marks within level 2.</p>	<p>1 – 3</p> <p>4 – 7</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>Explain what is done in your chosen organisation to ensure the health, safety and security of staff.</p> <p>Please note the focus on <u>staff</u>: answers about health, safety and security of <u>customers</u> will remain at level 1. (Some good points may be made about health, safety and security of customers, and some of those points may apply to staff too, but candidates are asked to write about staff).</p> <p>By law (e.g. Health and Safety at Work Act) many systems have to be in place in all organisations (ranging from fire evacuation procedures to food and hygiene) to ensure the health, safety and security of staff.</p> <p>Level 1 Level 1 answers demonstrate knowledge gained through research (AO3) on the organisation (e.g. <i>Ms Rudge is the health and safety officer who looks after health and safety for all staff or all receptionists are trained in first aid so if a member of staff has a small accident at work any receptionist can help</i>). More detailed answers will score higher within level 1.</p> <p>Level 2 At level 2, answers contain explanations (i.e. <i>why do they do that in the organisation: why is there a Ms Rudge who works as health and safety officer, why are there lockers for staff belongings, why did the hotel join a free counselling service for staff...</i>) The answers may relate to legislation, to corporate policy, to good practice etc. More detailed explanations will score higher within level 2.</p> <p>Level 3 At level three, the descriptions are precise, the explanations are convincing and candidates have considered all three areas (health, safety and security). At level 3, some very able candidates may even make evaluations or recommendations for improvements (i.e. writing about 'what is <i>not</i> done...' to ensure the health, safety and security of staff): candidates who do that extra step within level 3 may be rewarded accordingly.</p>	<p>1 – 3</p> <p>4 – 6</p> <p>7 – 10</p>	<p>AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(b)	<p>Evaluate the approaches and techniques used in your chosen organisation to motivate staff and teams.</p> <p>The Specification lists a range of approaches and techniques: financial and other incentives, positive physical working environment, team working, empowerment, good communication, management style, job rotation, hours of work etc. One does not expect all organisations to use them all ~ indeed, even if one organisation does not use any (which is doubtful) the candidate could nonetheless answer the question (evaluating the very fact that the organisation fails to do anything to motivate its staff) ~ this is a very unlikely scenario, yet one that needs to be mentioned here in this marking scheme.</p> <p>Level 1 Level 1 answers demonstrate knowledge gained through research on the organisation: candidates write about the approaches and techniques used in the organisation, yet at level 1 there is no evidence of evaluation (like in question 1c, simple statements such as <i>'this is good'</i> are not considered as sufficient evaluation). More detailed answers will score higher within level 1 (for example descriptive details about job rotation systems or bonus schemes).</p> <p>Level 2 Trigger for level 2: evaluation. Answers at level 2 include elements of evaluation. Candidates comment on the advantages of the approaches and techniques used in the organisation (and maybe also on their disadvantages, although this is less likely). More precise or detailed answers will score higher within level 2.</p> <p>Level 3 Trigger for level 3: evaluation of several approaches and techniques is critical, i.e. with both positive and negative elements. (This does not imply that the evaluation is balanced, but at least both aspects are considered). At level 3, some very able candidates may even make recommendations for improvements (e.g. suggesting other methods not yet used in the organisation but potentially beneficial); like with level 3 in question (3a), candidates who do that extra step within level 3 may be rewarded accordingly.</p>	<p>1 – 3</p> <p>4 – 7</p> <p>8 – 10</p>	<p>AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Explain and illustrate why managers in the travel and tourism industry need to keep up to date with any new regulations.</p> <p>Level 1 At level 1, answers include <i>either</i> explanations (with theoretical comments about responsibilities and management) <i>or</i> illustrations (with examples of regulations or of some stories/anecdotes), Within level 1, higher marks will be awarded to candidates who clearly demonstrate their understanding of that managerial responsibility.</p> <p>Level 2 At level 2, answers include <i>both</i> explanations and illustrations, i.e. both ‘theory’ and ‘practice’. Within level 2, higher marks will be awarded to candidates who clearly link the two, or to candidates who suggest the potential problems of management not ensuring that new regulations are complied with (possible scenarios could include non-implementation of smoking bans in restaurants and subsequent customers complaints, or illegal discrimination against some customers who may later decide to sue the organisation).</p>	<p>1 – 4</p> <p>5 – 8</p>	<p>AO1 AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(b)	<p>Discuss, with examples, how recent changes in legislation have affected the travel and tourism industry.</p> <p>This question does not refer to specific pieces of legislation or to specific sectors of the tourism industry; nonetheless, it directly relates to key points from the Specification about the need for candidates to be aware of the latest developments in the legislation affecting the industry. The question does <i>not</i> insist upon <i>recent</i> changes (i.e. in the last months/years) so candidates could opt for a more longitudinal approach, for example considering how the 1995 DDA has affected (or not) the travel and tourism industry.</p> <p>One expects a discussion, i.e. a structured argumentation, with precise references (for example to licensing laws or smoking bans that may or may not have changed restaurants practices, or to security measures at airports that may or may not have affected airports operations).</p> <p>Level 1 At level 1, some relevant points are made, with relevant elements of answer but the overall answer is not presented as a clear discussion: the argumentation is fragmented and disjointed (possibly with long, irrelevant passages). Within level 1, precise and pertinent examples will enable candidates to score higher, for example with references to details on a new piece of legislation and its consequences for T&T operators.</p> <p>Level 2 At level 2, answers are presented as a clear discussion, considering different sides of the argument, different points of view. 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>Level 3 Level 3 answers will be structured as a discussion that ends with a clear conclusion on the basis of evidence provided (<i>changes in the legislation have enormously affected the travel and tourism industry... or...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 T&T industry is a highly regulated environment (with some legislation affecting the whole industry, whilst others are sector-specific).</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>	<p>AO1 AO3</p>