



General Certificate of Education

## **Travel and Tourism**

**8651/8653/8656/8659**

TT09 Travel and Tourism – People and Quality

## **Mark Scheme**

*2009 examination - January 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**.

- For tasks 1 to 3, candidates who fail to refer to their chosen travel and tourism organisation are unlikely to score above Level 1.

***Assignment Task 1: Managing complaints***

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
1(a)	<p><b>Outline the most common causes of complaints that your chosen organisation receives.</b></p> <p><b>Level 1 - Basic</b> Generic comments (e.g. ‘customers complain about the quality of service’) or superficial comments (‘customers complain because they are not happy’). The exact number of answers is not important (it is not ‘one answer, one mark; two answers, two marks ...’) but a plurality is expected (the question is about causes): only one cause, however detailed, will not score above level 1.</p> <p><b>Level 2 - Clear</b> Trigger for Level 2: a sense of priority about the frequency (‘most common’) of relevant causes in the context of the chosen organisation. Comments such as ‘most customers complain about the weather’ cannot alone justify a level 2 mark. Within level 2, some candidates may structure their answer and suggest types of complaint, or group them with reference to categories of causes (by departments, types of customers, of market segments...) or with more sophisticated comments on the causes (for example complaints linked to physical access vs complaints linked to people). Such a sophisticated answer will be rewarded by top marks within level 2.</p>	<p><b>1–3</b></p> <p><b>4–5</b></p>

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
1(b)	<p><b>Describe and justify the procedures in place within your chosen organisation to handle complaints.</b></p> <p><b>Level 1 - Basic</b> Level 1 answers remain descriptive: candidates write about the procedures (e.g. <i>letters of apologies are sent together with a voucher for a free meal</i>). At the top of level 1, the answer is quite substantial, referring to different procedures to deal with different complaints.</p> <p><b>Level 2 - Clear</b> Trigger for Level 2: justification. Level 2 answers justify the relationship between complaints and the procedures in place to deal with them: they show an understanding of the rationale behind the procedures i.e. why these procedures and courses of action are in place, as opposed to others. Put another way, at level 2 candidates have questioned the procedures in place (they see their advantages and logic) and they are able to justify them.</p>	<p>1–4</p> <p>5–7</p>

Question	Expected Response Assessment Evidence Criteria – AO2,AO4	Mark Allocation
1(c)	<p><b>Suggest an alternative method of handling <u>one</u> type of complaint within your chosen organisation. Evaluate the suitability of this method.</b></p> <p><b>Level 1 - Basic</b> Level 1 answers suggest an alternative method with reference to a particular type of complaint (this needs to be precisely identified: an answer about ‘all complaints’ in general would remain at the bottom of level 1) – but they do not evaluate its suitability. For a higher mark within level 1, the link between the method and the complaint needs to be explicitly made in the context of the organisation (which concretely can mean references to named members of staff, anecdotes, stories etc).</p> <p><b>Level 2 - Clear</b> Trigger for level 2: evaluation. The suggested method is evaluated, i.e. candidates explain its relative benefits and advantages. Merely stating ‘this would be very good’ is not a justification per se: for level 2, a convincing argument needs to be made. Precise explanations in the context of the organisation (for example practical details or consequences of adopting the proposed method) will enable candidates to score higher within level 2.</p>	<p>1–4</p> <p>5–8</p>

**Assignment Task 2: Hygiene**

Question	Expected Response Assessment Evidence Criteria –AO1	Mark Allocation
2(a)	<p><b>Outline <u>two</u> hygiene related problems that may affect your chosen organisation.</b></p> <p>Each problem carries 3 marks:</p> <ul style="list-style-type: none"> <li>• 1 mark for a ‘theoretical’ presentation of a correct hygiene related problem</li> <li>• Up to 2 marks for the presentation in the context of the organisation</li> </ul> <p>Possible answers include food poisoning in restaurants or on cruise-ships (the most common problem candidates are likely to mention), contact with animals in zoos and wildlife parks, bacteriological infections in swimming pools and jacuzzis, recycled air in aircraft cabins etc.</p> <p>Marks are not transferable: one problem, however well presented, cannot receive more than 3 marks.</p>	3 + 3

Question	Expected Response Assessment Evidence Criteria – AO2,AO3	Mark Allocation
2(b)	<p><b>Describe and justify the systems and procedures in place within your chosen organisation to deal with <u>one</u> of the possible problems identified in (a).</b></p> <p>In the very unlikely event that a candidate refers to a third hygiene related problem (i.e. not one mentioned in (a)), their mark will remain within level 1, no matter how well developed the answer may be.</p> <p>Depending upon the chosen hygiene-related problem, answers may refer to swimming pool management procedures (e.g. daily chemical testing of the water), to compulsory staff training (food hygiene certificates), to policies in place (personal hygiene, clothing and cleanliness) etc.</p> <p><b>Level 1 - Basic</b> Level 1 answers are descriptive; more detailed descriptions of procedures enable candidates to score higher within level 1.</p> <p><b>Level 2 - Clear</b> Trigger for level 2: justification. Level 2 answers are justified, i.e. the answer refers to the rationale behind the systems and procedures. Within level 2, detailed answers enable candidates to score higher.</p>	<p>1-4</p> <p>5-8</p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
2(c)	<p><b>Assess the importance of hygiene as a quality criterion for your chosen organisation.</b></p> <p><b>Level 1 - Basic</b> At the bottom of level 1, answers are generic; they may be lengthy or vague, showing a limited understanding of the notion of 'quality criterion'. At the top of level 1, the answers start to present hygiene as a quality criterion in the context of the organisation, yet without a clear evaluation.</p> <p><b>Level 2 - Clear</b> At level 2, the answers address hygiene as a quality criterion, in relationship to other quality criteria (such as price/value for money, reliability or level of service). The evaluation is likely to conclude that hygiene is an important quality criterion for a number of reasons, such as reputation, bad publicity or marketing, legal issues (e.g. being sued by customers who have suffered from food poisoning) and financial consequences (compensations, fines). Detailed arguments backing up the evaluation will result in higher marks within level 2.</p>	<p><b>1–3</b></p> <p><b>4–6</b></p>



**Assignment Task 3: Security in travel and tourism**

Question	Expected Response Assessment Evidence Criteria – AO3,AO4	Mark Allocation
3(a)	<p><b>Analyse the security hazards that are particularly relevant for your chosen organisation.</b></p> <p>The Specification provides a long list of security hazards: violence to staff and customers, fraud, accidental damage, theft of property, theft of information, alcohol and drugs related incidents, security of electronic sources... There is no expectation of a specific number, but the wording is in the plural (hazards); only one hazard, however well analysed, is unlikely to score above level 1.</p> <p><b>Level 1 - Basic</b> At level 1, security hazards are merely identified; answers may be in the form of bullet points, or they may be generic ('terrorism'). Some more details or an outline of the hazards will enable candidates to score higher within level 1.</p> <p><b>Level 2 - Clear</b> At level 2, the security hazards are specifically applied to the chosen organisation: they are precisely and explicitly presented in context (the candidate using their knowledge of the organisation to expand on pertinent security hazards, presenting facts and data from the organisation).</p> <p><b>Level 3 - Detailed</b> At level 3, the security hazards are not only presented in context, but they are fully analysed: why are they particularly relevant for the chosen organisation? Alcohol related incidents may be particularly relevant for a resort with a free bar or with a particular type of guests (stag week-ends), drugs related incidents may be more like for a city-centre hotel... For a level 3 answer, the links between the organisation and the hazards need to be clear and explicit.</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 – AO1,AO3	Mark Allocation
3(b)	<p><b>Describe the procedures in place in your chosen organisation to deal with the security hazards identified in (a).</b></p> <p>Depending upon the hazards chosen in (a), the answer may refer to a range of procedures, from contacting the duty manager or the owner, to evacuation procedures and emergency policies.</p> <p><b>Level 1 - Basic</b> At level 1, the answers demonstrate some knowledge of the procedures in place in the chosen organisation. Bullet points will remain at the bottom of level 1; generic comments (valid for any organisation) will score higher within level 1.</p> <p><b>Level 2 - Clear</b> At level 2, the answer is detailed, showing that the candidate: (a) did some solid research and collected pertinent information from the organisation about its procedures, (b) understands the meaning of the concept of 'procedures'.</p> <p><b>Level 3 - Detailed</b> At level 3, the answer is very precise, clearly referring to the hazards identified in the previous answer (possibly to all of them, though this is not a prerequisite for a level 3 mark).</p>	<p><b>1–3</b></p> <p><b>4–7</b></p> <p><b>8–10</b></p>

**Assignment Task 4: Operating in accordance with the law**

Question	Expected Response – Task 4 Assessment Evidence Criteria – AO2, AO4	Mark Allocation
4(a)	<p><b>Discuss, with examples, how recent changes in legislation have affected the travel and tourism industry.</b></p> <p>This question does not refer to specific pieces of legislation or to specific sectors of the tourism industry; candidates may differently interpret the word ‘recent’: it could refer to new legislations from the last few months or years (if appropriate) or to legislation introduced in the last twenty years (for example considering how the 1995 DDA has affected, or not, the travel and tourism industry).</p> <p>The expected answer is a discussion, i.e. a structured argumentation, with precise examples such as licensing laws or smoking bans that may or may not have changed restaurants practices, or security measures at airports that may or may not have affected airports operations.</p> <p><b>Level 1 - Basic</b> At level 1, some basic yet relevant points are made: the answers include correct elements, but 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 some travel and tourism operators.</p> <p><b>Level 2 - Clear</b> 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><b>Level 3 - Detailed</b> Level 3 answers will end with a clear conclusion, on the basis of evidence provided (...changes in the legislation have enormously affected the travel and tourism industry... or...changes in the legislation hardly affect the travel and tourism industry). The best candidates within level 3 may demonstrate a subtle understanding of the underpinning politics, emphasising how the travel and tourism industry is a highly regulated environment with some legislation affecting the whole industry, whilst others are sector-specific.</p>	<p><b>1–4</b></p> <p><b>5–8</b></p> <p><b>9-12</b></p>

Question	Expected Response – Task 4 Assessment Evidence Criteria – A02, A04	Mark Allocation
4(b)	<p><b>Explain, with examples, how staff and managers in the travel and tourism industry can keep up to date with changes in legislation.</b></p> <p><b>Level 1 - Basic</b> At level 1, answers refer to (ongoing) professional development, to methods such as training courses, membership of professional bodies, professional literature etc. Within level 1, answers that include precise examples will score higher.</p> <p><b>Level 2 - Clear</b> At level 2, answers refer to <u>both</u> staff (workers) <u>and</u> managers and provide precise examples with evidence of evaluation. Within level 2, higher marks may be awarded to candidates who evaluate the fact that staff and managers <i>not only can but also must</i> keep up-to-date with any new legislation.</p>	<p>1–4</p> <p>5–8</p>