



General Certificate of Education

Travel and Tourism

8651/8653/8656/8657/8659

TT09 People and Quality

Mark Scheme

2009 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**.

- 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: Implementing the Disability Discrimination Act

Question	Expected Response Assessment Evidence Criteria – AO1-AO2	Mark Allocation
1(a)	<p>Explain how your chosen organisation meets the requirements of the Disability Discrimination Act.</p> <p>Level 1 - Basic Level 1 answer demonstrates generic knowledge and understanding of the DDA -- OR describes how the chosen organisation has made some adjustments/improvements (e.g. installing a hearing loop or having a portable ramp available). More details on either of these elements of answer enable the candidate to score higher within this level.</p> <p>Level 2 - Clear Level 2 answers include BOTH elements of answer: they make pertinent comments about the DDA (for example referring to 'reasonable adjustments' or to non-discrimination towards staff and customers alike) AND they show knowledge of the ways in which the organisation may have modified its practice to comply with the Act. More detailed answers, with precise references, enable candidates to score higher within level 2.</p> <p>Level 3 - Detailed Level 3 answers are clearly written as explanations (see command word): they do not only describe the adjustments with reference to the Act, they also explain the reason for those adjustments in the context of the organisation. At the top of level 3, answers demonstrate a solid understanding of disabled customers/staff in precise settings and situations (lobby, airport check-in areas, rooms etc).</p>	<p>1–3</p> <p>4-7</p> <p>8-10</p>

Question	Expected Response Assessment Evidence Criteria – AO3,AO4	Mark Allocation
1(b)	<p>Evaluate how easy or difficult it would be for your chosen organisation to accommodate the needs of a wheelchair-using manager.</p> <p>For this answer, candidates could focus on a particular role/position at middle management level within their chosen organisation, especially if it is a large one (e.g. an operations manager or a health and safety manager) or to the senior manager of a smaller organisation (e.g. the owner of a small family hotel). Candidates who write only about wheelchair-using <i>customers</i> or <i>members of staff other than a manager</i> cannot score higher than level 1.</p> <p>Level 1 - Basic At the bottom of level 1, candidates show an awareness and understanding of the practical needs of wheelchair-users. At the top of level 1, the answer is well set in the context of the chosen organisation, yet without evaluative comments.</p> <p>Level 2 - Clear Within level 2, candidates comment on what the organisation would have to do in order to accommodate a wheelchair-using manager; put another way, at level 2 the focus is <i>not</i> on the wheelchair-using manager and their needs, <i>but</i> on the changes that would be necessary (or not) in the organisation (for example: relocating the manager's office, reserving a parking bay closer to the entrance, reviewing and possibly revising some of that manager's duties). Within level 2, a precise and detailed answer will score higher; the best answers may refer back to the DDA, to ideas of non-discrimination and to the need for the organisation to employ the best manager(s), irrespective of their physical dis/ability.</p> <p>Level 3 - Detailed At level 3, candidates offer a conclusion based on the evidence of the arguments presented, with a balance of arguments; put another way, level 3 answers fully evaluate the situation, as required by the command word. Depending upon the organisation, candidates may conclude that it would be (very) easy or (very) difficult. Within level 3, the best answers will refer back to the DDA and notions of equal opportunities.</p>	<p>1–3</p> <p>4–7</p> <p>8-10</p>

Assignment Task 2: Electronic information and security in travel and tourism

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
2(a)	<p>Describe the electronic forms of communication that are used throughout your chosen organisation.</p> <p>Candidates are very likely here to refer to computer-mediated forms of communication, but other methods are also acceptable (mobile phones and GPS, fax, pagers...)</p> <p>Level 1 - Basic Level 1 answers refer to the most obvious types of electronic communication such as internet booking or e-mails from/to customers (generic). Within level 1, precise illustrations with explicit reference to the organisation enable candidates to score higher (e.g. about websites).</p> <p>Level 2 - Clear Level 2 answers take into account the whole organisation (see 'throughout' in the wording of the question), i.e. not just the obvious from customers' perspective, but also communication with suppliers or other stakeholders, or internal systems of communication between staff and departments, with specific reference to the organisation (its structure, size etc). Put another way, level 2 marks will reward candidates who show their understanding that electronic communication is prevalent in travel and tourism organisations, not just in the interface with customers, but in other ways. Within level 2, details and precise references (e.g. to MARSHA or OPERA) enable candidates to score higher.</p>	<p align="center">1-3</p> <p align="center">4-6</p>

Question	Expected Response Assessment Evidence Criteria – AO3, AO4	Mark Allocation
2(b)	<p>Evaluate the security risks, for <u>both</u> customers and staff, posed by the use of electronic forms of communication in your chosen organisation</p> <p>Level 1 - Basic Level 1 answers include some omissions: they may have considered security risks <i>only</i> for customers, or <i>only</i> for staff. To score higher within level 1, precise details are necessary, which could be in the form of fictional scenarios '(if...)'. Answers that remain generic (as opposed to focusing on the case study) cannot score higher than level 1. References to risk assessment procedures can be credited within level 1, though the scope of the question is clearly broader.</p> <p>Level 2 - Clear Level 2 answers are comprehensive, they cover a range of security risks for <i>both</i> staff and customers. Level 2 answers go beyond the obvious (e-booking and credit card details online) to show a more professional understanding of the security risks (from staff personal details and personal history stored electronically, to hacking into the organisation's electronic systems). At the top of level 2, answers have some sporadic elements of evaluation, for example distinguishing between low security risks and security high risks, or on the likeliness of some problem (breach of security) occurring, but the evaluation is not systematic.</p> <p>Level 3 - Detailed Level 3 answers are clearly evaluative; they assess, compare and prioritise the security risks. At the top of level 3, detailed answers may refer to measure in place to minimise the security risks and prevent/pre-empt problems associated with these security risks.</p>	<p>1-5</p> <p>6-10</p> <p>11-14</p>

Assignment Task 3: Collecting customer feedback

Question	Expected Response – Task 3 Assessment Evidence Criteria – AO3	Mark Allocation
3(a)	<p>Describe <u>two</u> ways in which your chosen organisation collects customer feedback to monitor its customer service.</p> <p>This question is point-marked (and not level-marked) with 3 marks for each method:</p> <ul style="list-style-type: none"> - 1 mark for a 'theoretical' presentation (for example a definition of a mystery shopper) - 1 extra mark for the description in the context of the organisation (for example what the mystery shopper, sent by the hotel chain headquarters, will check and assess). - 1 extra mark for a development or precise details in the context of the organisation (for example the frequency of visits of the mystery shopper and the outcomes). <p>(Marks are not transferable: one method, however well described, can only score a maximum of 3 marks).</p>	2 x 3

Question	Expected Response Assessment Evidence Criteria – AO3, AO4	Mark Allocation
3(b)	<p>Evaluate the effectiveness of <u>one</u> method currently being used by your chosen organisation to collect customer feedback.</p> <p>Candidates are very likely to answer about one of the methods they have introduced in 3(a), although this is not compulsory: for 3(b) they could refer to a third method. If more than one method is evaluated, then rubric is infringed and only the method gaining the highest mark is taken into account.</p> <p>Level 1 - Basic Generic statements about the chosen method without reference to the organisational context. The points made are drawn from generic considerations (e.g. about the advantages and disadvantages of questionnaire surveys). Within this level, higher marks reward candidates who comment on both the advantages and disadvantages of the method (yet without precise reference to the organisation itself, as that contextualisation is the trigger for level 2).</p> <p>Level 2 - Clear At Level 2, answers evaluate the method in the context of the organisation of their choice (i.e. this is (or not) an effective method for this particular organisation because...). At the top of Level 2, candidates will also make reference to the notion of effectiveness (for example linking it to other quality criteria such as validity, reliability or fitness for purpose).</p>	<p>1–3</p> <p>4–6</p>

Question	Expected Response Assessment Evidence Criteria – AO2, AO4	Mark Allocation
3(c)	<p>Suggest <u>one</u> additional method that could be used by your chosen organisation to collect customer feedback. Evaluate its likely effectiveness.</p> <p>Many candidates may interpret this question as ‘recommend another method to the organisation’; this is certainly acceptable (although candidates could equally choose one that is not suitable at all, then evaluating why it is not). Method must be one of the 5 methods in the specification to score any marks.</p> <p>Level 1 - Basic At the bottom of level 1, answers suggest an additional method, giving some details; at the top of level 1, answers address the suitability of the method in the context of the chosen organisation.</p> <p>Level 2 - Clear Trigger for level 2: evaluation. Answers at level 2 evaluate the method mentioned (its strengths and weaknesses in the organisational context), in terms of its effectiveness to monitor services and make changes for improvements. Comments on <i>both</i> the relative advantages and disadvantages of this method will enable candidates to score higher within level 2.</p>	<p>1–4</p> <p>5–8</p>

Assignment Task 4: Quality

Question	Expected Response – Task 4 Assessment Evidence Criteria – AO1	Mark Allocation
4(a)	<p>Outline, with examples, the quality criteria that are commonly applied in the travel and tourism industry to analyse the quality of customer service.</p> <p>Although there is no particular expectation of number, the word ‘criteria’ is in the plural, and so is the word ‘examples’: an answer with only one criterion and/or only one example is unlikely to score higher than level 1.</p> <p>Level 1 - Basic Level 1 answers identify quality criteria such as reliability, availability, level of service (to quote the Specification); some definitions or explanations of these concepts enable candidates to score higher within level 1.</p> <p>Level 2 - Clear Level 2 answers are characterised by pertinent examples (just writing “like with hotels” is not a precise example but a generalisation). More (amended) examples will enable candidates to score higher within level 2.</p>	<p>1–3</p> <p>4–6</p>

Question	Expected Response – Task 4 Assessment Evidence Criteria – AO2, AO4	Mark Allocation
4(b)	<p>Evaluate the advantages and disadvantages of having agreed quality standards in the travel and tourism industry. You must consider the perspective of <u>both</u> tourists and tourism providers.</p> <p>Some candidates may answer in several parts: <i>advantages for tourists</i> (e.g. standardisation means that tourists know what to expect from one Novotel to the next, irrespective of the location), <i>disadvantages for tourists</i> (e.g. lack of local experience/taste for example with regard to local cuisine: bland experience, globalisation), <i>advantages for tourism providers</i> (e.g. franchises, branding, generic performance indicators for quality monitoring, benchmarking), <i>disadvantages for providers</i> (e.g. local constraints/circumstances, lack of marketing identity).</p> <p>Level 1 - Basic Level 1 answers are not comprehensive: at level 1, there are some omissions (for example nothing about the disadvantages for tourists or about the advantages for tourism providers) or misunderstandings. More details on the arguments provided (including examples) enable candidates to score higher within level 1. Within level 1, marks will be given to reward holistic answers about ‘agreed quality standards’ or examples such as “Welcome Host”.</p> <p>Level 2 - Clear Level 2 answers are balanced, covering <i>both</i> advantages and disadvantages for <i>both</i> tourism providers and tourists (with sufficient illustrations and arguments to show that the topic is understood) – but at level 2 there is little evaluation (just stating ‘this is good for tourists’ is not an evaluation but a statement). More details within level 2 enable candidates to score higher.</p> <p>Level 3 - Detailed Level 3 answers are evaluative and comprehensive: candidates weigh up the arguments against one another, with a firm conclusion at the end (which could be that standardisation is or is not a good thing; this may depend on the perspective or on the type of organisation).</p>	<p>1-5</p> <p>6-10</p> <p>11-14</p>