



**General Certificate of Education
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**Travel and Tourism TT09
8651/8653/8656/8657/8659**

Unit 9 Travel and Tourism - People and Quality

Mark Scheme

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 A Level Travel and Tourism

Quality of Written Communication

As required by QCA, the marking scheme for this unit includes assessment of quality of written communication. There are no discrete marks for the assessment of written communications, but in the question/s indicated quality of 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: Customer service standards

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
0 1	<p>Describe one technique that your chosen organisation uses to collect customer feedback.</p> <p>Techniques identified in the <i>Specification</i> include suggestion boxes, focus groups and mystery shoppers – but others are acceptable too, e.g. online feedback questionnaires.</p> <p>Level 1 – Basic A basic description of the technique with limited reference to the chosen organisation; the text could seemingly apply to any organisation of the same type/category (i.e. there is no clear sense of a particular organisation, its context and practices).</p> <p>Level 2 – Clear A clear description with precise references to the chosen organisation (for example if the feedback technique is an e-questionnaire: how long is it, which questions are included, when do customers receive it, is there any particular incentive to reply, what is the response rate etc).</p>	<p>1 – 2</p> <p>3 – 4</p>

Question	Expected Response Assessment Evidence Criteria – AO3	Mark Allocation
0 2	<p>Explain why your chosen organisation collects customer feedback.</p> <p>Level 1 – Basic A level 1 answer is generic, possibly with tautological statements (“they collect customer feedback to find what customers think about their experience”). There is a limited use of relevant terminology (i.e. the candidate does not use phrases such as “to monitor customer service”). Within level 1, references to the organisation enable candidates to score higher.</p> <p>Level 2 – Clear A level 2 answer is written as a clear explanation: the candidate clearly displays understanding of the purposes of collecting customer feedback; the <i>Specification</i> directly refers to monitoring customer service and identifying areas for improvement, and indirectly to collating reports for benchmarking purposes – a level 2 answer engages with such ideas. Within level 2, precise references to the organisation enable candidates to score higher.</p>	<p>1 – 2</p> <p>3 – 4</p>

Question	Expected Response Assessment Evidence Criteria – AO2	Mark Allocation
0 3	<p>Outline two criteria that your chosen organisation uses to measure the quality of its customer service.</p> <p>The quality criteria mentioned in the <i>Specification</i> include reliability, enjoyment of experience, availability etc.</p> <p>Some criteria may be organisation specific e.g. queuing time at airport security.</p> <p>Each criterion can score up to two marks: one mark for identification/definition, one extra mark for presentation/development in the context of the organisation.</p> <p>Marks are not transferable (i.e. a candidate could not score 3 marks for a very well presented criterion)</p>	2 x 2 = 4

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
0 4	<p>Evaluate how well your chosen organisation meets the needs of two types of customers.</p> <p>(Note: If the answer refers to only one type of customer, the maximum that can be awarded is 5 marks, irrespective of the quality of the rest of the answer).</p> <p>Level 1 – Basic A level 1 answer is descriptive rather than evaluative. Two customer types are identified (e.g. in an inner city hotel: business tourists mid-week and leisure tourists at week-end) and their needs are described (maybe lengthily so!) yet there is no clear evaluation (just stating “<i>the hotel meets their needs very well</i>” is not sufficient). Within level 1, references to the organisation enable candidates to score higher.</p> <p>Level 2 – Clear A level 2 answer is evaluative – it may even be critical (for example commenting upon the fact that one type of customers is not as well catered for as another one). The evaluative statements are backed up by evidence (which can come from several sources: references to the candidate’s observation of the place, from primary/secondary information that the candidate may have gathered etc). Within level 2, precise references to the organisation enable candidates to score higher.</p>	<p>1 – 4</p> <p>5 – 8</p>

Assignment Task B: Health and safety and the law

Question	Expected Response Assessment Evidence Criteria – AO1, AO4	Mark Allocation
0 5	<p>Explain how changing regulations may have an impact on customer service in your chosen organisation.</p> <p>Level 1 – Basic A level 1 answer may consist of generic statements that just agree with the question (“changing regulations have an impact on customer service”): the answer is descriptive and does not include explanations. Within level 1, references (to changing regulations and/or to customer services within the organisation) enable candidates to score higher.</p> <p>Level 2 – Clear A level 2 answer is explanatory: impacts of changing regulations are explained (though they might be impacts on the organisation in general, without a clear focus on customer service). Within level 2, precise references (to changing regulations and/or to the organisation) enable candidates to score higher.</p> <p>Level 3 – Detailed A level 3 answer focuses on impacts on <i>customer service</i>. The explanations are substantiated and developed. Within level 3, detailed references (to changing regulations <i>and</i> to customer services within the organisation) enable candidates to score higher.</p>	<p>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>

Question	Expected Response Assessment Evidence Criteria – AO2, AO3	Mark Allocation
0 6	<p>Analyse how European Union directives on health and safety affect operational practices in your chosen organisation.</p> <p>There are several European Union directives on health and safety, covering a range of areas; some are not directly relevant for the travel and tourism industry (e.g. the ones about biotechnology, pesticides and construction sites) but others are (e.g. about working with display screen equipment, working time, temporary workers etc.)</p> <p>Level 1 – Basic A level 1 answer displays some knowledge of EU directives on health and safety (limited knowledge at the lower end of level 1) and may only comment on operational practices in a superficial way. The links between the legislation and operational practices are not established. The answer may be fragmented, disjointed or “woolly”. Within level 1, answers with references to EU directives and/or to operational practices will score higher.</p> <p>Level 2 – Clear A level 2 answer establishes clear links between EU directives and operational practices in the chosen organisation (as per the command word “analyse”). Within level 2, answers with precise references to EU directives and/or to operational practices will score higher.</p>	<p>1 – 4</p> <p>5 – 8</p>

Assignment Task C: Management and motivation of teams

Question	Expected Response Assessment Evidence Criteria – AO1	Mark Allocation
0 7	<p>With reference to your chosen organisation, what is meant by:</p> <ul style="list-style-type: none"> - job rotation - target setting? <p>Each concept can be awarded up to three marks: one mark for a basic (theoretical) definition, and up to two extra marks for application and development in the context of the organisation.</p> <p>Marks are not transferable (i.e. a candidate could not score 4 marks for a very well presented concept)</p>	2 x 3 = 6

Question	Expected Response Assessment Evidence Criteria – AO2	Mark Allocation
0 8	<p>Analyse how financial incentives are used, or could be used, to motivate staff in your chosen organisation.</p> <p>Level 1 – Basic A level 1 answer describes/illustrates the financial incentives that are (or could be) used in the chosen organisation to motivate staff. Within level 1, clear references to specific financial incentives (actual or not) in the organisation enable candidates to score higher.</p> <p>Level 2 – Clear A level 2 answer establishes clear links between financial incentives and motivation in the context of the organisation (for example performance-related bonus for a travel agent) – put another way, a level 2 answer clearly analyses why/how financial incentives can motivate staff. Within level 2, detailed references to financial incentives (actual or not) in the organisation enable candidates to score higher.</p>	<p>1 – 3</p> <p>4 – 6</p>

Question	Expected Response Assessment Evidence Criteria – AO4	Mark Allocation
0 9	<p>Evaluate the extent to which one member of staff from your chosen organisation is being empowered at work.</p> <p>Level 1 A level 1 answer consists of generic statements (“Mr J. Hansen, the Head Receptionist, is really empowered at work”) without evidence to substantiate them. Within level 1, an answer showing a theoretical understanding of the concept of empowerment (e.g. through a clear definition) will score higher.</p> <p>Level 2 A level 2 answer is written as an evaluation (possibly critical, with references to limits, causes and consequences). If the candidate decides to write about a member of staff other than senior manager, a likely answer is “...to certain extent”, yet the chosen person may not be empowered at all (such a conclusion is absolutely fine). Within level 2, an answer showing a very good understanding of the concept of empowerment as a motivation technique will score higher.</p>	<p>1 – 4</p> <p>5 – 8</p>

Assignment Task D: Complaints and serious situations

Question	Expected Response Assessment Evidence Criteria – AO2, AO3	Mark Allocation
10	<p>Explain, with examples, how a growing compensation culture has affected travel and tourism organisations.</p> <p>Level 1 – Basic At level 1, the concept of ‘compensation culture’ is understood but the answer remains vague and generic (basic points about dissatisfied customers willing to sue a service provider). Level 1 answers are likely to focus on the concept of compensation culture, rather than paying attention to the core of the question (“... <i>have affected the organisations</i>”). At the top of level 1, the answer includes precise examples, linked to real situations or at least realistic scenarios typical of the travel and tourism industry (e.g. lost luggage).</p> <p>Level 2 – Clear At level 2, the answer is an explanation, not just a description: it refers to causal links and to the ways in which the recent trends in compensation culture have affected travel and tourism operations. Pertinent examples may include ‘passenger charters’ and ‘disclaimers’. At the top of level 2, there is a range of examples.</p>	<p style="text-align: center;">1 – 4</p> <p style="text-align: center;">5 – 8</p>

Question	Expected Response Assessment Evidence Criteria – AO1, AO3	Mark Allocation
11	<p>Explain how and why travel and tourism organisations deal with a range of complex problems caused by factors such as technical failures or weather conditions.</p> <p><i>In Question 11 candidates will be marked on their ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently and to use specialist vocabulary where appropriate. The legibility of their handwriting and the accuracy of their spelling, punctuation and grammar are to be considered.</i></p> <p>Level 1 – Basic Level 1 answers are vague and generic; they may cover many points (about the factors mentioned in the question and in the <i>Specification</i>) but they are descriptive rather than explanatory. Within level 1, references to precise problems and/or factors and/or organisations enable candidates to score higher.</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>Level 2 – Clear Level 2 answers are written as explanations but they do not address methods (“how”) and reasons (“why”) in a balanced way. (For example candidates may write about coach services replacing trains or about cancellation procedures, yet without referring to customers’ expectations or to the fact that the travel industry is very dependent on external factors beyond managers’ control). Within level 2, references to precise problems and/or factors and/or organisations enable candidates to score higher.</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>Level 3 – Detailed Level 3 answers cover both methods (“how”) and reasons (“why”). Within level 3, references to precise problems and factors and organisations enable candidates to score higher.</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>1 – 4</p> <p>5 – 8</p> <p>9 – 12</p>