



General Certificate of Education

Travel and Tourism 8651/8653/8656/8659

TT09 People and Quality

Mark Scheme

2007 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.

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(a)	<p>The number two is important as this question is point marked (and not level marked): 2 x 3 marks: 1 mark for each example, and up to 2 marks for the related problems.</p> <p>Systems of online booking offer very suitable examples (because of the security issues linked to giving credit cards numbers online etc) but the organisations chosen by the candidate may not have developed systems of electronic communication (e.g. small, local tourism businesses such as a B&B). There is no requirement that the answer should mention IT-related theft of information. For the 2nd mark about the problems, candidates will precisely locate the problems in their chosen organisation (with references to the context, maybe to the department or specific people involved, possibly to anecdotes or incidents that really occurred).</p>	2 x 3	AO2

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
1(b)(ii)	<p>Level 1 At level 1, the answers are descriptive: we are told about procedures currently in place (e.g. password-protected access to computers, encryption) yet without evaluation (simple statements such as ‘this is good’ are not considered as sufficient evaluation as we are assessing AO4). A more detailed answer will score higher within level 1.</p> <p>Level 2 At level 2, we have an evaluation of the procedures (‘this is safe because...’), about their strengths and possibly weaknesses too. At level 2, candidates show not only their knowledge of the procedures (level 1) but also their understanding of the rationale, and they demonstrate their ability to comment on these procedures and to assess them. Top marks within level 2 will reward well argued and cogent evaluations.</p> <p>Level 3 At level 3, the answer is evaluative and balanced and candidates show how the procedures in place relate to possible problems of fraud (or theft of information etc ~ see question 1a) and to the relevant legislation (the DPA: see question 1b1). The highest marks within level 3 will reward the candidates who have established a link between the three questions of the first assignment task, and their evaluation (1b2) will refer to wider concerns about consumer protection and security of information as a whole (i.e. the title of assignment task 1).</p>	<p>1–3</p> <p>4–7</p> <p>8–10</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(a)	<p>The question is in the plural ('needs') as we expect several elements of answer, though not a specific number. Some organisations may lend themselves better than others to answering this question - candidates are expected to have studied several T&T organisations anyway.</p> <p>Level 1 Answers at level 1 are generic: they refer to physical/material needs that apply to all situations and organisations (e.g. access to toilets). Answers at level 1 are likely to be quite short. Within level 1, more precise references (e.g. references to door handles, lift or ramps for first floor etc) will enable candidates to score higher.</p> <p>Level 2 Answers at level 2 are precisely focused on the customer's needs at the candidate's chosen organisation. Several approaches are possible, for example for an airline: following a fictional wheelchair-bound customer through a range of operations, from checking-in to claiming luggage at the destination. At level 2, answers are likely to be quite long, developed and well-structured, closely considering the organisation and the experience of its wheelchair-bound customers. For a top mark at level 2, candidates may also show their awareness that barriers (for wheelchair users - and actually for all disabled people in general) are not just physical ones, but also mental/societal ones (e.g. about lack of consideration, lack of respect, unwitting discrimination, misconceptions, prejudice etc).</p>	<p>1-3</p> <p>4-6</p>	<p>AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
<p>2(b)</p>	<p>This question is quite similar to [1b1] in its approach: it is a ‘textbook’ (theoretical) question designed to assess knowledge (level 1) and understanding (level 2), i.e. AO1. The Act makes it illegal to discriminate against disabled people in relation to employment, the provision of goods and services, education and transport ~ in the context of travel and tourism, notions of services and transport are particularly relevant (and these are the areas candidates are most likely to write about, though some might also write about employment, as in: disabled people working in travel and tourism organisations; this is acceptable). Service providers are expected to make ‘reasonable adjustments’ to cater for all users, irrespective of their dis/abilities ~ ‘reasonable adjustment’ is a key term candidates are expected to use.</p> <p>Level 1 At level 1, answers show some theoretical knowledge of the DDA. A couple of points will remain in level 1. At the top of level 1, candidates will use appropriate terms such as ‘reasonable adjustments’ and ‘discrimination’ and demonstrate precise knowledge of the DDA.</p> <p>Level 2 At level 2, answers show evidence of understanding ~ which, for example, could be: understanding the importance of the legislation (esp. its impacts for travel and tourism organisations), understanding the complexity of the DDA (interpreting the Act is not simple: what constitutes “reasonable adjustment?”), understanding that the legislation changes over time (as the 1995 Act has been complemented by the 2005 Act that also now covers public transport).</p>	<p>1–2</p> <p>3–4</p>	<p>AO1</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
2(c)	<p>This question is similar to [1c] inasmuch as candidates are asked to evaluate what is done (or what has been done) in their chosen organisation. (Candidates can answer the question even if the organisation was already very welcoming pre-DDA, even if no adjustment proved necessary: this is a question about evaluation and candidates could then evaluate why there was no need to do anything in particular to comply with the DDA requirements).</p> <p>Level 1 At level 1, the answers are descriptive: we are told about systems (or procedures, policies...) in place (e.g. a removable ramp to access a building, brochures available in large fonts or in Braille, staff trained to use British Sign Language etc) yet without evaluation (simple statements such as 'this is good' are not considered as sufficient evaluation). A more detailed answer will score higher within level 1.</p> <p>Level 2 At level 2, we have an evaluation of the systems in place, with some comments about their strengths and possibly weaknesses ('this is good because...'). Candidates show not only their knowledge of the organisation and what it did to comply with the Act (level 1), but also their understanding of the rationale behind, and they demonstrate their ability to comment on these procedures. Top marks within level 2 will reward well argued and cogent evaluations.</p> <p>Level 3 At level 3, the answer is evaluative and balanced and candidates show how the procedures in place relate not only to the DDA (question 2b) but also to the specific needs of disabled people (link to question 2a which was about wheelchair users) and even to wider socio-political concerns about social inclusion and 'travel and tourism for all' (higher mark within level 3), i.e. on Assignment Task 2 as a whole (as it is entitled 'Provision for customers who have special needs').</p>	<p>1–3</p> <p>4–7</p> <p>8–10</p>	<p>AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(a)	<p>We expect a discussion: 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 to make more use of benchmarks) ~ other organisations may use benchmarking extensively (and candidates could then write about the subsequent issues e.g. paperwork and monitoring).</p> <p>Level 1 At level 1, answers demonstrate some understanding of benchmarking (and related notions of ‘best practice’ and ‘competitor analysis’) yet without providing a discussion about the chosen organisation’s quality standards. 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>Level 2 At level 2, we have a discussion of benchmarking in the context of the chosen organisation and its specific industry: 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. Answers at level 2 will locate the organisation in its professional context, discussing the current situation. Higher marks within level 2 will reward candidates who examine the notion of quality standards (final part of the question).</p>	<p>1–4</p> <p>5–8</p>	<p>AO1,AO2</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
3(b)	<p>Level 1 At level 1, answers may be generic. Answers describe the methods used by the organisation to collect (and possibly to analyse) customer feedback and to measure customers' satisfaction. At the bottom of level 1, answers may miss the point about customer feedback on service (and related issues of standards and quality). At the top of level 1, the answer will be precise (giving contextualised information on practices such as surveys or 'guest book', depending on the organisation).</p> <p>Level 2 At level 2, answers are analytical i.e. they explain the rationale behind the methods used and the way the information received enables the organisation to monitor its service and to improve it if/when necessary. At the top of level 2, answers may consider the advantages and disadvantages of the methods currently used.</p> <p>Level 3 At level 3, answers do not only consider information-gathering and interpretation, but also improvement and implementation: meeting customers' needs is not a taken-for-granted state of affairs, organisations always need to change and adapt ~ level 3 answers show an awareness of the dynamic nature of customer service and quality improvement in the travel & tourism industry.</p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>	<p>AO3</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(a)	<p>Financial incentives (such as bonus, performance-related extras) and other types of incentives (e.g. freebies, familiarisation tours) may be used – or not – and candidates have to discuss the current situation, explaining current practices, their advantages and their disadvantages (as a discussion would typically present ‘on the one hand... on the other hand...’).</p> <p>Some organisations may lend themselves better than others to answering this question ~ candidates are expected to have studied several T&T organisations and will have chosen the one that offers the best case-study here. (This said, the question could even be answered for an organisation that makes very little use of incentives as we expect a discussion here: if no incentive at all: why not... and could it be a new way to motivate staff?)</p> <p>Level 1 At level 1, answers describe current practices, providing hard information about the types of incentives used by the organisation for their staff. Details and precise examples will enable candidates to score higher within level 1.</p> <p>Level 2 At level 2, answers discuss the current practices: their benefits are identified (e.g. motivation to improve productivity?) as well as their limits (e.g. do they really motivate or could they have the opposite effect?). At the end of the discussion, suggestions about other pertinent types of incentives can enable candidates to score at the top of level 2.</p>	<p>1–4</p> <p>5–8</p>	<p>AO2,AO3 AO4</p>

Question	Expected Answers	Mark Allocation	Assessment Evidence Criteria
4(b)	<p>Candidates are expected to write about approaches and techniques which are or which could be used in their organisation (but not repeating comments about financial and non-financial incentives ~ this was the topic of the previous question). As outlined in the specification, answers may cover issues pertaining to staff training, team-building exercises, a positive physical working environment, empowerment or other aspects, depending upon the organisation. It is very unlikely that any travel and tourism organisation would have recourse to only one technique in isolation (e.g. only <i>sending staff on training courses such as Welcome Host</i> or only <i>working flexitime</i>) so we will expect more than one element of answer. The question is in the plural: candidates are expected to refer to more than one approach and technique. The exact number does not matter, but only one point (however well presented) will be capped at 3 marks.</p> <p>Level 1 The answer is very descriptive: there is little analysis, i.e. little explanation. Bullet points and keywords will remain at the bottom of level 1; details will enable a higher mark. At level 1, candidates provide vague/superficial/generic descriptions of methods.</p> <p>Level 2 Trigger for Level 2: justification. At level 2 candidates provide elements of analysis (the command word for the question is 'analyse'), explaining the rationale behind the approaches and techniques used. At the top of level 2, candidates show that they understand the advantages and principles of the techniques used.</p> <p>Level 3 Trigger for level 3: consistent reference to the notion of motivation applied to the chosen organisation. At level 3 candidates will analyse the approaches and techniques with reference to the importance of motivation and the travel and tourism industry as a service sector; for top marks they will link it back to the notions of quality and customer service that underpin Unit 9 as a whole.</p>	<p>1–4</p> <p>5–8</p> <p>9–12</p>	<p>AO3 AO4</p>