

## **MARK SCHEME for the May/June 2014 series**

### **9395 TRAVEL AND TOURISM**

**9395/11**

Paper 1 (Core Paper), maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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- 1 (a) Identify from Fig. 1 **four** ways in which some U.S. hotel chains are attempting to appeal to the Chinese market. [4]

Award one mark for the correct identification of each of four from:

- adding popular Chinese dishes to full-service restaurant menus
- traditional Chinese breakfast
- chinese television stations in guestrooms
- introducing guestroom amenities such as slippers, tea kettles, and a selection of chinese teas
- concierge who speaks fluent Mandarin

- (b) Explain **three** advantages to leisure tourists of travelling ‘independently, and not as part of a group’. [6]

Award one mark for the identification of each of three valid advantages and then award a second mark for an appropriate explanatory development of each. Correct ideas based on Fig. 1 and the idea of a ‘package’ will include:

- greater choice of timing (1) – travel at dates convenient (1)
- destination choice (1) – follow their own itinerary and schedule (1)
- free to explore ‘off the beaten track’ venues (1) – not tied to group agenda (1)

We should credit comments about all aspects of travel i.e. can look for holiday components (flights, accommodation, transfers, excursions and other activities) that suit their personal interests, taste and budget.

- (c) Explain **three** socio-economic factors that have led to increased numbers of international tourists from More Economically Developed Countries (MEDCs). [6]

Award one mark for the correct identification of each of three valid factors and award a second mark for an appropriate explanatory comment about each.

- increased car ownership (1) – people able to explore more easily and regularly (1) at cheaper overall cost (1)
- increased leisure time (1) – improvements in employment conditions (1) e.g. statutory holiday entitlement (1)
- increased disposable income (1) – due to increased standard of living (1) and related social trends e.g. DINKYs, etc. (1)
- economic development (1) – improved national infrastructure, etc. (1) ease of movement/ accessibility (1)

We can also credit ideas to do with cost of living, exchange rates, etc.

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- (d) Discuss the advantages to tour operators of using the Internet and digital media as distribution channels for their products and services. [9]

Key advantages will include:

- cost savings – reduced need for intermediaries, no commission payments
- e-brochure – can upload photos and maps of their trips, update in real time with up to date information/offers
- internet allows efficient marketing communication – database is accurate and reliable
- allows a product mix – operators can supply a range of travel-related services, almost a one-stop shop
- internet offers 24/7 availability – available worldwide thus increasing market potential

Use level of response criteria

**Level 1: [1–3 marks]**

Candidate identifies/describes some valid types of advantages. Information may be a list but explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to discuss.

**Level 2: [4–6 marks]**

Candidate identifies a number of advantages. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating how tour operators benefit. Better answers will set comments in an appropriate context.

**Level 3: [7–9 marks]**

Candidates will show a clear understanding of the question and include detailed illustration and explanation of particular types of advantage. The candidate effectively discusses a range of benefits leading to a valid conclusion.

- 2 (a) Using Fig. 2, describe two ways in which Cape Town's baboons may be a hazard to visitors. [4]

Award one mark for the correct identification of each of two ways stated in Fig. 2 and award a second mark for an appropriate descriptive comment about each. Fig. 2 indicates only the following **visitor** hazards:

- the baboons will break into cars (1) – cause great damage (1)
- run off with bags and cameras (1) – personal loss (1)
- attack people (1) – require attention (1)

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- (b) Tour guides are often employed in ecologically sensitive destinations. Explain three ways in which the use of guides reduces the risks of negative environmental impacts. [6]**

The key point here is that the candidate **MUST** relate a guide function to an impact minimisation. Award one mark for the correct identification of each of three valid functions and award a second mark for an appropriate explanation of each in context. Valid responses will include:

- selecting routes (1) – avoiding sensitive areas and wildlife disturbances (1)
- keeping to paths (1) – avoids trampling (1)
- monitor behaviour (1) – stops littering, picking plants, etc. (1)
- answering questions (1) – can educate and promote responsible behaviour (1)

Credit all valid reasoning in context.

- (c) The behaviour of some visitors can have a negative impact on a destination's host population. Explain three ways in which such negative socio-cultural influences can be minimised. [6]**

This has a slightly different focus and candidates have to state a measure of prevention and then comment on its use/effect in socio-cultural terms of stopping negative impacts. Award one mark for the identification of each of three valid methods and then award a second mark for an appropriate explanatory comment. Correct ideas include:

- education (1) – distribution of information about cultural norms (1)
- signage (1) – e.g. no photography during religious services, etc. (1)
- law enforcement (1) – e.g. Singapore chewing gum, Saudi alcohol, etc. (1)
- restrictions (1) – e.g. UAE/Maldives alcohol only in resorts (1)

Credit all valid reasoning in context.

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- (d) With reference to one destination with which you are familiar, assess its ability to attract visitors throughout the year. [9]

Essentially, this is about **seasonality** and the ways in which some destinations have been able to widen their appeal. It is otherwise a very straightforward question that invites candidates to show their knowledge and understanding of a destination with which they are familiar. However, generic attraction accounts, not contextualised within an identifiable destination **and/or** making active reference to seasonal variation, will be subject to a **6 Max** limit.

We should expect to see reference to different types of attraction. For example, candidates writing about Dubai might include:

- Shopping Festival – January
- World Cup – March
- other sporting events
- festivals
- Summer Surprises
- conferences and exhibitions
- details of new attractions, etc.

Use level of response criteria

**Level 1: [1–3 marks]**

Candidate identifies some valid types of attraction within an identifiable destination. Information may be a list of types, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to evaluate.

**Level 2: [4–6 marks]**

Candidate identifies a number of valid types of attraction to be found within an identifiable destination and candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating the nature of the appeal of selected attraction to different types of tourist at specific times of the year.

**Level 3: [7–9 marks]**

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular types of attraction, clearly indicating their relative importance and relative appeal to various types of both domestic and international traveller. The candidate effectively evaluates a range of provision leading to a valid conclusion about the seasonal attractiveness of the destination.

- 3 (a) State four aspects of the employee's personal appearance that are likely to affect the mystery shopper's judgement. [4]

Award one mark for the correct identification of each of four valid aspects such as:

- posture
- wearing uniform
- uniform's neatness / tidiness
- name badge
- hair / nails / make up
- cleanliness
- way of speaking / tone of voice

Credit all appearance aspects but be careful not to double credit repeated aspects.

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- (b) **The manager of the ticket office is responsible for improving the standard of customer service delivered to both internal and external customers. Explain the likely benefits of:** [6]

In each case award one mark for the identification of a valid reason and then award a second mark for an appropriate explanatory amplification in customer service terms.

- *Greeting staff in a friendly, pleasant manner*  
Create pleasant work environment (1) – encourage similar attitude in staff (1) – pass on to customers (1)
- *Listening to the opinions of staff*  
Professional practise (1) – obtain feedback (1) – values employee input (1)
- *Demonstrating good telephone skills*  
Acts as benchmark (1) – standards expected (1) – valuable training procedure (1)

Credit all valid suggestions in context.

- (c) **Discuss the ways in which many travel and tourism organisations make use of focus groups.** [6]

Focus groups are an example of a qualitative research technique where the subjective opinions and perceptions of a small targeted group of consumers on a certain topic are elicited. Focus groups can be used to gather information (market research) on:

- the acceptability and usability of new or re-launched products or services
- reactions to new advertising campaigns or specific advertisements
- consumer perceptions of a whole product class

They are generally used to elicit depth data such as that related to motivation, branding, etc. Participants are screened according to often fairly rigorous selection and recruitment qualifications, related to demographics, usage, and past consumer behaviour related to the product or service being tested.

Use level of response criteria

**Level 1 [1–2 marks]** will identify up to two valid ways, providing some detail but will be mainly descriptive.

**Level 2 [3–4 marks]** can be awarded for an analysis of selected ways, clearly explaining the use and value of focus groups.

**Level 3 [5–6 marks]** can be awarded for evaluative comment about the ways. The better answers will have a reasoned conclusion.

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- (d) **With reference to one job role within a travel and tourism organisation with which you are familiar, discuss how staff training leads to increased customer satisfaction. [9]**

The customer satisfaction comments **MUST** relate to the selected job role. Generic answers, not set in the context of an identifiable T&T organisation, will be subject to a **6 max limit**. The content is likely to vary, depending on the job role chosen, but the syllabus document is clear about the level of detail expected:

Candidates should be able to explain identifiable customer service procedures that are appropriate for a particular operation.

So, for example, candidates making reference to the staff training procedures for front line employees commonplace amongst major international hotel chains are likely to comment on aspects such as:

- English language classes to improve communication and understanding, thus giving a good standard of service to customers by meeting their needs correctly.
- ICT training to update skills and gain expertise in using organisation's systems such as point-of-sale tills correctly itemising customer purchases.
- Induction in company procedures and standards for job function e.g. ways in which to greet and acknowledge guests in order to create a relaxed, welcoming environment that values the customer and will exceed their expectations.

Use level of response criteria

**Level 1: [1–3 marks]**

Candidate identifies/describes some valid types of job-related training within an identifiable T&T organisation. Information may be a list of types but explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to discuss.

**Level 2: [4–6 marks]**

Candidate identifies a number of valid types of customer service job role training to be followed by employees within an identifiable T&T organisation. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating why tasks/actions are to be done in a particular way(s).

**Level 3: [7–9 marks]**

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular types of job role training, clearly indicating their relative importance and significance to service delivery. The candidate effectively discusses a range of procedures leading to a valid conclusion.

- 4 (a) **Complete the following table to identify the type of leisure tourist most likely to have taken each photograph. [4]**

Award one mark for each correct identification as follows:

- cultural = C
- adventure = B
- ecotourist = A
- all-inclusive = D

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**(b) There are now many types of leisure tourism. Define and give an example of the following. [6]**

Award one mark for an appropriate definition of each and award a second mark for a valid exemplification.

- religious = travel to visit or participate (1) e.g. Muslims to Mecca for Hajj (1)
- rural = travel to visit countryside areas (1) e.g. farm B&B stays (1)
- volunteer = travel to do voluntary work (1) e.g. VSO at a school in Kenya (1)

**(c) Discuss how mass tourism can lead to destination stagnation. [6]**

Peak numbers of visitors will have been reached. There is a growing awareness of negative environmental, social, cultural and economic tourism impacts. Sales go down as the country goes out of fashion and there is evidence that the original cultural and natural attractiveness of the destination has been lost. Profits are low and businesses may leave the market or diversify to other types of product. Furthermore, because there may be fewer businesses in the local tourism marketplace, prices can be increased, thus accelerating the decline.

Use level of response criteria

**Level 1 [1–2 marks]** will identify up to two valid ways, providing some detail but will be mainly descriptive.

**Level 2 [3–4 marks]** can be awarded for an analysis of selected ways, clearly explaining the negative effects of mass tourism.

**Level 3 [5–6 marks]** can be awarded for evaluative comment about the ways. The better answers will have a reasoned conclusion.



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- (d) With reference to examples with which you are familiar, evaluate the ways in which voluntary sector travel and tourism organisations can generate funding. [9]

The voluntary sector is non-commercial but organisations such as the National Trust have a variety of possible revenue streams including:

- membership subscriptions
- donations
- entrance fees
- shops selling merchandise
- cafe F&B sales
- sponsorship
- hire of facilities

*Use level of response criteria*

**Level 1: [1–3 marks]**

Candidate identifies/describes some valid sources of revenue generation. Information may be a list of types but explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to evaluate.

**Level 2: [4–6 marks]**

Candidate identifies a number of valid ways in which voluntary organisation generate funding. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating relative importance/significance.

**Level 3: [7–9 marks]**

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular types of funding, clearly indicating their relative importance and significance to voluntary organisations. The candidate effectively evaluates a range of sources leading to a valid conclusion.