

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the May/June 2015 series

9395 TRAVEL AND TOURISM

9395/12

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 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

- 1 (a) Identify using Fig.1 (Insert) which aspect of the Code of Practice each photograph illustrates. [4]

In each case award one mark for the correct identification of the appropriate number as follows:

- Photograph A = #12
- Photograph B = #7
- Photograph C = #4
- Photograph D = #9

- (b) Attractions that follow the Code of Practice will meet the needs of most external customers. Explain three 'reasonable adjustments' for disabled people that are found at many visitor attractions. [6]

Award one mark for the identification of each of three valid adjustments and award a second mark for an appropriate explanatory comment about each. However, it should be clear that an adjustment or alteration to an existing facility is being made. Correct ideas include:

- Ramps (1) – allow wheelchair access (1)
- Lifts (1) – avoid using stairs (1)
- Hearing loops (1) – for deaf (1)
- Tactile signs (1) – for blind (1)

Credit other valid aspects such as door widening, counter lowering and disabled toilet etc.

- (c) Explain three ways by which many travel and tourism organisations meet the needs of customers for whom English is not their first language. [6]

Be careful of candidates repeating themselves and avoid awarding double credit. Award one mark for the correct identification of each of three appropriate methods and award a second mark for an explanatory development of each. Correct ideas will include:

- Multi-lingual staff (1) – to communicate effectively with customers in person (1)
- Print material/website in different languages (1) – so that customers can read (1)
- Tours & attractions have language tapes (1) – so customers understand (1)
- International signage (1) – symbols understood by all (1)

Credit all valid reasoning.

- (d) With reference to specific job roles within one travel and tourism organisation with which you are familiar, assess what is done to ensure customer comfort and safety. [9]

The syllabus requires candidates to be familiar with three job roles. The question requires candidates to identify at least one comfort and one safety idea. However, points must relate to selected jobs – what can go wrong to cause a risk to customer safety? What is done to ensure the customer is comfortable? Depending on the job roles selected, issues can include:

- Preparation of service environment
- Removal of offending items
- Following set task-related procedures
- Checking faulty good/product/item
- Clearing spills/damage etc.

This is all about the context and candidates making generic statements about non-specific job roles cannot move into Level 2. Max 5 if only covering comfort or safety, both aspects must be covered to exceed 6 marks.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

Use level of response criteria

Level 1: [1–3 marks]

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

Level 2: [4–6 marks]

Candidate identifies a number of valid procedures. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating how safety and comfort can be influenced.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular service procedures, clearly indicating their relative significance in creating a safe and comfortable service environment. The candidate effectively assesses these, leading to a valid reasoned conclusion.

2 (a) Identify from Fig. 2 (Insert) the following: [4]

In both cases award one mark for the correct identification of each as follows:

- The two cruise ships that carry ‘Zodiacs’
MS Caledonian Sky
Orion
- The two ports in Australia from which Papua New Guinea cruises depart
Brisbane
Cairns

(b) With reference to Fig. 2 (Insert), discuss the view that P & O Cruises to Papua New Guinea will appeal to a wide variety of cruise enthusiasts. [6]

Fig. 2 provides the following information for candidates to consider:

- P&O feature in two dedicated itineraries of ‘Pacific Dawn’
- The Papua New Guinea Discovery 10-night cruise departs from Brisbane in Australia and visits the beautiful beaches of Kitava Island, the amazing Canoe and Kundu Festival before continuing on to Milne Bay and the culturally rich Trobriand Islands.
- The Papua New Guinea Explorer cruise is a similar 14-night experience with emphasis on watersports, marine wonders and cultural experiences, visiting Madang, Kavieng and Rabaul, amongst other scenic destinations.

Use level of response criteria

Level 1 (1–2 marks) will identify up to two ways in which P&O cruises appeal to a variety of customers, providing some detail but will be mainly descriptive.

Level 2 (3–4 marks) can be awarded for an analysis of selected ways, clearly explaining how the two cruises have a different focus.

Level 3 (5–6 marks) can be awarded for evaluative comment about the significance of particular cruise features and the better answers will have a reasoned conclusion.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

- (c) State **two** negative environmental impacts which could be caused by tourists visiting fragile coastal environments. Explain fully how each impact might be managed in a sustainable way. [6]

The key point for explanation purposes is the **sustainability** issue. Award one mark for the identification of each of two valid negative impacts and then award a further two/three marks for an appropriate explanation and development in the sustainable management context.

Valid ideas will include such things as:

- Trampling (1) – paths/walkways laid out (1) – to restrict access and to keep damage to a minimum (1)
- Reef damage by divers (1) – preservation orders etc (1), imposition of fines (1)
- Habitat disruption (1) – construction of hides (1) to control viewing and use of wardens or rangers to monitor (1)

Although we can be generous in terms of negative impact identification, the management technique should be appropriately explained in terms of sustainability.

- (d) Discuss the ways in which tourism development can help support the traditional culture of a Less Economically Developed Country (LEDC) such as Papua New Guinea. [9]

Without appropriate exemplification, answers cannot progress into Level 3. Candidates are expected to be aware that tourism can act as a catalyst for the preservation and transmission of cultural and historical traditions leading to a renaissance of indigenous cultural arts and crafts. Many will be familiar with the example of New Zealand's Maori tourism and, regardless of the examples chosen, reference should be made to aspects such as:

- Crafts
- Music
- Dance
- Clothes
- History

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes ways in which tourism development can focus on traditional culture. 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 ways. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating what is available and how tourism supports the culture at particular destinations.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular cultural developments, clearly indicating their relative importance and significance to the destination. The candidate effectively discusses a range of aspects leading to a valid conclusion.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

- 3 (a) With reference to Fig. 3 (Insert) describe the variations in the growth of outbound travel from Asia in 2012. [4]

This invites candidates to interpret Fig. 3 and describe the variations shown. Award one mark for each of four valid descriptive statements, such as:

- China (+20%) the largest increase
- Singapore (+4.1%) the lowest
- Most destinations in range 5–10% growth
- Hong Kong grew almost twice the rate of Taiwan
- Japan's growth significantly higher than its Pacific neighbours

Credit all valid descriptive statements – but not for just listing country with a % growth figure – there **has** to be some interpretation.

- (b) Discuss the factors that are likely to have caused the variations in outbound travel shown in Fig. 3 (Insert). [6]

Candidates should realise that tourism participation rates reflect national economic development. Thus, we should expect candidates to refer to:

- GDP
- Standard of living
- Disposable incomes
- Favourable exchange rate
- Affordable transport (budget air)
- Development of new transport facilities/routes/infrastructure
- Travel for education and/or employment

Use level of response criteria

Level 1 (1–2 marks) will identify up to two factors, providing some detail but will be mainly descriptive

Level 2 (3–4 marks) can be awarded for an analysis of selected factors, clearly explaining how these influence tourism participation rates

Level 3 (5–6 marks) can be awarded for evaluative comment about the significance of particular factors and the better answers will have a reasoned conclusion.

- (c) Explain three ways in which national tourist boards can encourage inbound tourism. [6]

Award one mark for the identification of each of three valid methods and award a second mark for an appropriate explanatory comment about each. Correct ideas include:

- Website (1) – varied content with global reach and available 24/7 (1)
- Offices overseas (1) – provide language specific materials to particular markets (1)
- Familiarisation. trips (1) – bring in agents from targeted markets (1)
- Trade fairs (1) – to make business contact with operators & agents in key markets (1)
- Publicity/advertising campaigns (1) – using national media in overseas market (1)

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

- (d) All destinations experience changes in their visitor numbers over time. With reference to one destination with which you are familiar, discuss the factors that cause visitor numbers to fluctuate [9]

The candidate should think about temporal variations, both short and/or longer term. There must be clear contextualisation within the chosen destination to progress to beyond level 1. Vague generic accounts to remain at 3 max. Answers should make clear reference to issues directly influencing the chosen destination's visitor numbers, such as:

- Seasonality
- Special events
- External factors – changes in policy, terrorism, disasters etc

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some valid factors that influence a destination's visitor numbers. Information may be a list of conditions 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 factors. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating how they influence the destination's visitor numbers.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular factors, clearly indicating their relative significance to a chosen destination's visitor numbers. The candidate effectively discusses a range of ideas leading to a valid conclusion.

- 4 (a) Using photographs E, F, G and H (Insert), complete the following table by identifying the letter of the food and beverage outlet which is most likely to meet the stated tourist needs. [4]

Award one mark for each correct identification as follows:

- Gala dinner = **F**
- Quick snack = **H**
- Cool drink = **G**
- Delayed flight meal = **E**

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

- (b) Large international hotels usually provide guests with a variety of food and beverage facilities. Describe the characteristic features of each of the following: [6]

In each case, award one mark for each of three valid descriptive statements.

Coffee shop

- Open all day – some 24 hrs (1)
- Often used to serve breakfast (1)
- Range of items – mainly snack variety (1)
- Waiting staff for table orders (1)

Fine dining restaurant

- Formal with silver service (1)
- High staff/guest ratio (1)
- Maitre'd in charge (1)
- Wine waiter/sommelier (1)
- Extensive a la carte menu (1)

In both sections, credit all valid descriptive statements following the 1 + 1 + 1 × 2 format.

- (c) State three services usually provided by large international hotels for business customers and for each explain how it meets a customer need. [6]

Award one mark for the identification of each of three valid business services and award a second mark for an appropriate explanatory comment about each. Expect to see any of:

- Meeting rooms (1) – such as ballroom for conferences and exhibitions (1)
- Internet access (1) – so guests can attend to work emails (1)
- AV equipment (1) – for presentations and displays (1)
- Business lounge (1) – quiet area to work with Internet access and secretarial support (1)
- Business class rooms (1) – usually on separate floor for quiet and furnished with a work station desk (1)

Credit all valid services

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	12

- (d) Discuss the ways in which a leisure tourist's needs and motivation for travel change with age. [9]

This requires the candidate to think in terms of the tourist 'life cycle' to comment on how needs and motivation changes over time. We should expect to see some mention made of things like:

- Childhood – reliant on parents
- Young adult – gap year exploring
- Partnership – DINKY travel
- Early family – young children-centred
- Late/post family – Empty nesters
- Golden years – old age no longer a barrier to travel

The better responses will illustrate changes in an accurate manner.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some changes in behaviour with age. 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 valid age-related changes. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating how needs and motivation can alter with age.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of key changes, clearly indicating their relative significance. The candidate effectively discusses, leading to a valid reasoned conclusion.