

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**9395 TRAVEL AND TOURISM**

**9395/01**

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 must be read in conjunction with the question papers and the report on the examination.

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Question	Expected Answer	Mark	Focus	AO
1 (a)	<p><b>Identify the following:</b>  <b>the adult price for the Ruby Flight = AED 895</b>  <b>the duration of the Pearl Flight = 40 minutes</b>  <b>the cost for four passengers to go on the Diamond Value Flight = AED 6500.</b></p> <p>Award one mark for each correct identification.</p>	3	3.2	AO2
(b)	<p><b>Explain <u>two</u> advantages to Seaflights of having a business relationship with local hotels.</b></p> <p>The syllabus clearly states that candidates will be asked to analyse information and data relating to the structure of travel and tourism and make appropriate judgements about the relationships between organisations within the industry. Furthermore, candidates need to understand the interdependency of organisations. Award one mark for the correct identification of each of two valid advantages and award a second mark for an appropriate explanatory comment about each.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> <li>• promotion (1) – material on display (1)</li> <li>• extra bookings (1) – hotel tour desk (1)</li> <li>• product placement (1) – associated with 5* resort (1).</li> </ul>	4	1.4.3	AO1 (2) AO3 (2)
(c)	<p><b>Some bookings for Seaflights flights are made by business customers. In the following table, circle the <u>three</u> most likely business uses for booking a Seaflights Gold Flight.</b></p> <p>Award one mark for the correct identification of each of:</p> <ul style="list-style-type: none"> <li>• to entertain a wealthy client</li> <li>• to show a potential buyer Palm Jumeirah properties</li> <li>• an incentive reward outing.</li> </ul>	3	3.1	AO2

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(d)	<p><b>Dubai has a ‘dramatic and ever-changing coastal skyline’. Fig. 1(b) shows development work taking place on a new coastal access road. Explain <u>three</u> negative environmental impacts likely to result from its construction.</b></p> <p>Most candidates will offer pollution types. The chosen impacts <b>MUST</b> be related to the work in progress as indicated in the image.</p> <p>Award one mark for the correct identification of each of three valid negative environmental impacts and award a second mark for an appropriate explanatory comment about each.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> <li>• noise pollution (1) – heavy machinery (1)</li> <li>• air pollution (1) – machine engines/dust (1)</li> <li>• visual pollution (1) – unsightly (1)</li> <li>• water pollution (1) – building waste in sea (1)</li> <li>• wildlife disruption (1) – habitat lost (1)</li> <li>• tidal changes (1) – construction in sea (1)</li> <li>• beach destruction (1) – clearly disruption to the existing ecosystem (1).</li> </ul> <p>Credit all valid reasoning.</p>	6	2.2	AO2 (3) AO3 (3)
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(e)	<p><b>All destinations will change through time. With reference to <u>one</u> destination with which you are familiar, discuss how it has changed and justify where it should be placed in terms of the Butler model of destination evolution.</b></p> <p>All comments MUST be set in the context of an identifiable destination, otherwise a limit of 6 max will apply. Furthermore, access to the top of Level 3 is restricted to justificatory comment and NOT just evaluation. Accept any type of change: land use, visitor numbers etc.</p> <p><i>Use level of response criteria</i></p> <p><b>Level 1</b> (1–3 marks) Candidate identifies/describes some valid changes in an identifiable destination. Information may be a list of features, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to discuss.</p> <p><b>Level 2</b> (4–6 marks) Candidate identifies/describes a number of valid changes in an identifiable destination and shows an understanding of the question and includes explanations/analysis of a number of these changes, clearly indicating some form of sequential development.</p> <p><b>Level 3</b> (7–9 marks) Candidate shows a clear understanding of the question and includes detailed identification and explanation of particular changes, clearly indicating the link with Butler stages of evolution. The candidate effectively evaluates a range of stages, leading to a valid, justifiable conclusion.</p>	9	2.3	AO1 (3) AO3 (3) AO4 (3)
2 (a)	<p><b>State <u>three</u> duties that the hotel receptionist is likely to carry out as part of her job role.</b></p> <p>Award one mark for correct identification of each of three valid duties, such as:</p> <ul style="list-style-type: none"> <li>• greets the guests on arrival at the hotel</li> <li>• deals with reservations</li> <li>• prepares guests' bills correctly</li> <li>• ensures that necessary information goes to other departments</li> <li>• gives clear directions</li> <li>• responds to reservation enquiries by telephone, in person, and by letter, fax and email</li> <li>• takes messages for guests, and ensures they receive these and any mail safely and without delay</li> <li>• guests' valuables taken care of at reception, in safe deposit boxes or the hotel safe.</li> </ul> <p>Credit all valid statements.</p>	3	3.2	AO2

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(b)	<p><b>State and explain <u>three</u> likely aspects of good practice that hotel receptionists should follow when dealing with external customers.</b></p> <p>Award one mark for the correct identification of each of three valid aspects of good practice and award a second mark for an appropriate explanatory comment about each. Correct ideas will include:</p> <ul style="list-style-type: none"> <li>• smart appearance (1) – create good first impression (1)</li> <li>• full uniform (1) – corporate image (1)</li> <li>• speak clearly/listen carefully (1) – so guest understands (1)</li> <li>• follow 'code of conduct' (1) – e.g. smile, always greet guest, never say no etc. to help hotel achieve its mission/goals (1).</li> </ul> <p>Credit all valid illustrations – not personal qualities.</p>	6	3.3	AO1 (3) AO2 (3)
(c)	<p><b>The receptionist shown in Fig. 2 has received training in the use of new technology. Explain <u>two</u> ways in which such training is likely to result in improved customer service.</b></p> <p>Candidates should be aware that hotels make use of new technology to improve the quality of the guest experience and to make their overall operation more efficient. Fig. 2 is set in the <b>Reception</b> context and we should award one mark for the identification of each of two ways in which ICT is <b>used by staff</b> to allow for a better guest experience and then award a second mark for an appropriate explanatory comment. Valid ideas will include the following:</p> <ul style="list-style-type: none"> <li>• access to reservation (1) – quicker check-in and matching of requirements (1)</li> <li>• input guest requirements (1) – items such as morning paper, wake-up call etc. (1)</li> <li>• bill itemisation (1) – print for guest to check all charges (1)</li> <li>• handling email enquiries (1) – reply to prospective guests (1)</li> <li>• issue swipe cards and electronic keys (1) – ability to re-programme (1).</li> </ul> <p>Credit all valid reasoning in reception context.</p>	4	3.2	AO1 (2) AO3 (2)
(d)	<p><b>Large resort hotels recruit staff to work in a variety of departments. In the following table, circle the <u>three</u> departments in which employees are <u>least likely</u> to have face-to-face contact with the hotel's external customers.</b></p> <p>Award one mark each for the correct identification of:</p> <ul style="list-style-type: none"> <li>• Kitchen</li> <li>• Accounts</li> <li>• Human Resources.</li> </ul>	3	3.2	AO2

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(e)	<p><b>With reference to travel and tourism job roles with which you are familiar, discuss how product knowledge can increase levels of customer satisfaction.</b></p> <p>Tourism and hospitality professionals are dependent on contact with, and reception of, the public. Such contact means that there must always be some degree of availability to the client, with individual employees having the opportunity to use their initiative and generally to display a strong sense of personal responsibility. In fact, employees in the tourist transaction play an <b>intermediary</b> role between the industry's structure and its clientele. This role is particularly decisive in achieving the results desired by both sides. Product knowledge is thus of key importance in helping to achieve this.</p> <p>The candidate is being invited to consider illustrations of staff product knowledge being used to enhance the customer's experience. Credit <b>any</b> customer service environment. Examples can include:</p> <ul style="list-style-type: none"> <li>• giving advice</li> <li>• making suggestions</li> <li>• any attempt to meet customer needs.</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 1</b> (1–3 marks) Candidate identifies/describes some staff/customer interactions within an identifiable travel and tourism customer service situation. Information may be a list of interactions, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to discuss.</p> <p><b>Level 2</b> (4–6 marks) Candidate identifies/describes a number of valid interactions in an identifiable service situation, shows an understanding of the question and includes explanations/analysis of a number of these, clearly indicating the role of product knowledge.</p> <p><b>Level 3</b> (7–9 marks) Candidate shows a clear understanding of the question and includes detailed identification and explanation of staff using their product knowledge to help meet customer requirements. The candidate effectively discusses a range of illustrations, leading to a valid conclusion.</p>	9	3.2	AO1 (3) AO3 (3) AO4 (3)
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3 (a)	<p><b>Identify <u>four</u> positive economic impacts that the new attraction is expected to create.</b></p> <p>Not all the information given in Fig. 3 is economic and candidates are expected to be able to differentiate between impacts. Award one mark <b>ONLY</b> for the correct identification of each of four valid positive economic impacts from the following:</p> <ul style="list-style-type: none"> <li>• to revive the traditional industries of the villages</li> <li>• to diversify the economy</li> <li>• to add value to local economic activities</li> <li>• to create jobs</li> <li>• to provide a source of income for residents.</li> </ul>	4	2.2	AO2
(b)	<p><b>Identify and explain <u>three</u> ways in which the new attraction is likely to appeal to overseas visitors.</b></p> <p>Candidates must clearly identify aspects of the new attraction's appeal from Fig. 3. Award one mark for each of three valid identifications and then award a second mark for an appropriate explanatory comment about each, such as:</p> <ul style="list-style-type: none"> <li>• a landmark in Bandar Seri Begawan (1) – built in the style of a grand Kampong Ayer house (1)</li> <li>• observation tower (1) – gives visitors a bird's eye view of Kampong Ayer and its surroundings (1)</li> <li>• cultural appeal (1) – photographs and artefacts (1)</li> <li>• 'live' exhibition of the traditional manufacturing methods (1) – see Bruneian brocade (1)</li> <li>• TIC function (1) – touch screen information display, which also showcases information on other tourist attractions (1).</li> </ul>	6	1.4.3	AO2 (3) AO3 (3)

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(c)	<p><b>Explain <u>three</u> different types of conflict that may arise between visiting tourists and the host population in destinations such as Brunei.</b></p> <p>This is quite specific and is set in a slightly wider context than just aspects of the Demonstration Effect, so credit all valid <b>types</b> of conflict between visiting tourists and the host population. Award one mark for the correct identification of each of three valid types of conflict and then award a second mark for an appropriate explanatory comment about the source of each. Valid responses will include:</p> <ul style="list-style-type: none"> <li>• watersports activity (1) and fishing disruption or disputes (1)</li> <li>• water supply issues (1) – locals vs hotels (1)</li> <li>• property prices (1) – tourist holiday homes and locals cannot afford homes (1)</li> <li>• congestion (1) – honeypot sites (1)</li> <li>• dress (1) – not respecting local cultural sensitivities (1)</li> <li>• damage to sensitive sites (1) – access to sites of religious/cultural significance (1)</li> <li>• foreign language use (1) – can cause conflict through misunderstandings (1)</li> <li>• crime (1) – tourists preyed upon (1)</li> <li>• morals (1) – sex tourism/prostitution etc. (1).</li> </ul> <p>Credit all valid <b>types/sources</b> of conflict.</p>	6	2.2	AO1 (3) AO3 (3)
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(d)	<p><b>Discuss the reasons why many tourists now make their own travel and accommodation arrangements.</b></p> <p>The process of tour packaging has changed dramatically in recent years. The advent of increased <b>competition in the marketplace</b>, combined with <b>consumer access</b> to tourism products without the use of intermediaries, primarily through the use of technology, means that 'do-it-yourself' packaging is becoming much more widespread. This allows consumers, individually or as groups, to assemble all the main components of their tour package (flights, hotel, visits to attractions etc.) without the support or use of professional agencies such as tour operators and travel agents. <b>Online booking facilities</b> for travel tickets, hotel rooms and event bookings allow direct consumers to make their own arrangements for virtually all aspects of a vacation. In order to do this, however, consumers require access to the Internet, the skills to use the technology, use of a credit card for payment and the time and skills to search for the wide variety of options available.</p> <p><u>Use level of response criteria</u></p> <p><b>Level 1</b> (1–3 marks) The candidate identifies/describes up to three valid reasons such as those listed above.</p> <p><b>Level 2</b> (4–6 marks) [4 marks] – The candidate makes valid analytical comment(s) in relation to one reason. [5–6 marks] – The candidate makes valid analytical comment(s) in relation to two or more reasons.</p> <p><b>Level 3</b> (7–9 marks) [7 marks] – The candidate makes valid evaluative comment(s) in relation to one reason. [8–9 marks] – The candidate makes valid evaluative comment(s) in relation to two or more reasons and comes to a conclusion as to which one(s) are most significant, from any appropriate perspective.</p>	9	1.4.3	AO1 (3) AO3 (3) AO4 (3)
4 (a)	<p><b>Identify the <u>three</u> Asian countries that contributed to the growth in arrivals.</b></p> <p>Award one mark each for the correct identification of:</p> <ul style="list-style-type: none"> <li>• China</li> <li>• Taiwan</li> <li>• South Korea.</li> </ul>	3	1.2	AO2

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<p>(b)</p>	<p><b>Discuss the reasons why the opening of chartered flight routes is likely to bring more visitors to a destination.</b></p> <p>Very simply, this invites the candidate to consider some of the characteristics of mass tourism and reference may be made to ideas such as:</p> <ul style="list-style-type: none"> <li>• tour operators</li> <li>• product innovation</li> <li>• components of package holidays</li> <li>• cost/affordability</li> <li>• accessibility and availability of regional departures within the generating region(s).</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 1</b> (1–2 marks) Will identify up to two appropriate reasons, providing some detail, but will be mainly descriptive.</p> <p><b>Level 2</b> (3–4 marks) Can be awarded for an analysis of selected reasons, clearly indicating how the destination will benefit as a result of chartered flight availability.</p> <p><b>Level 3</b> (5–6 marks) Can be awarded for evaluative comment about the significance/importance of particular reasons. The better answers will have a reasoned conclusion.</p>	6	1.2	AO1 (2) AO3 (2) AO4 (2)
<p>(c)</p>	<p><b>The Philippines Department of Tourism promotes the Philippines as a tourist destination. State <u>three</u> methods of promotion which the Department is likely to use.</b></p> <p>Award one mark for the correct identification of each of three methods from:</p> <ul style="list-style-type: none"> <li>• Internet website</li> <li>• brochure distribution</li> <li>• TICs</li> <li>• TV and press adverts</li> <li>• familiarisation trips</li> <li>• exhibitions/travel shows</li> <li>• promotional videos</li> <li>• hosting events</li> <li>• sponsorship.</li> </ul>	3	1.4.2	AO1

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(d)	<p><b>Explain <u>two</u> ways in which the economic benefits of tourism can be spread by the 'multiplier effect'.</b></p> <p>The key word here is <b>SPREAD</b> and candidates are not just being asked to describe the multiplier effect but to identify and explain two ways in which positive economic '<b>spread effects</b>' can take place. Award one mark for the correct identification of each of two valid ways and then a second mark for an appropriate explanatory comment within the context chosen. For example, in terms of new hotels:</p> <ul style="list-style-type: none"> <li>• hotel workers spend their wages in the local area (1) – this stimulates local market demand for goods/services (1)</li> <li>• hotels and staff pay tax (1) – funds improvements to local infrastructure (1)</li> <li>• money spent in a hotel also indirectly creates jobs elsewhere (1) – hotel, for example, has to buy food from local farmers (1)</li> <li>• the demand for local products increases as tourists often buy souvenirs (1) which increases secondary employment (1) e.g. hotel gift shop staff and local craft workers.</li> </ul> <p>Credit all valid reasoning.</p>	4	2.2	AO1 (2) AO3 (2)
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(e)	<p><b>With reference to <u>one</u> voluntary organisation with which you are familiar, discuss the ways in which it contributes to the development of the travel and tourism industry.</b></p> <p>Candidates are invited to illustrate the role of any voluntary sector organisation anywhere. Voluntary sector organisations may include:</p> <ul style="list-style-type: none"> <li>• charities</li> <li>• pressure groups</li> <li>• community groups.</li> </ul> <p>These will often work in partnerships with local public and private organisations to achieve development goals. For example, <b>Tourism Concern</b> fights exploitation in tourism. It is an independent, non-industry-based, UK charity. It has a membership of almost 900 and it works with partners in over 20 destination countries to ensure that tourism always benefits local people. It is the only organisation in Europe actively campaigning on tourism and human rights issues. It works tirelessly to expose and challenge tourism's exploitative practices. Tourism Concern takes a solution-driven approach and has played a crucial role in promoting forms of tourism that provide meaningful benefits to people in destination communities.</p> <p><u>Use level of response criteria</u></p> <p><b>Level 1</b> (1–3 marks) Candidate identifies/describes some illustrations of a voluntary sector organisation's activities. Information may be a list of features or actions, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to discuss.</p> <p><b>Level 2</b> (4–6 marks) Candidate identifies/describes a number of valid roles or actions, shows an understanding of the question and includes explanations/analysis of a number of these activities.</p> <p><b>Level 3</b> (7–9 marks) Candidate shows a clear understanding of the question and includes detailed identification and explanation of a particular voluntary organisation's activities. The candidate effectively discusses a range of illustrations leading to a valid conclusion.</p>	9	1.4.2	AO1 (3) AO3 (3) AO4 (3)
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