

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

TRAVEL AND TOURISM

9395/01

Paper 1 Core

For Examination from 2008

SPECIMEN MARK SCHEME

This document consists of **8** printed pages.



UNIVERSITY *of* CAMBRIDGE
International Examinations

Q. No.	Expected Answer	Mark	Focus	AO
1	<p>(a) State the difference between an international and a domestic visitor</p> <p>Award one mark for each, idea of international as between counties (1) and domestic as within the country (1)</p>	2	1.1.1	AO1
	<p>(b) Identify the <u>three</u> main types of reason to explain why visitors travel to major destinations such as New York</p> <p>Award one mark for each of:</p> <ul style="list-style-type: none"> • Business • Leisure • Visiting Friends and Relatives 	3	1.1.1	AO1
	<p>(c) Identify and compare the trends shown for New York's international visitors and visitor spending.</p> <p>Award up to three marks for three valid identifications from the two sets of data such as</p> <ul style="list-style-type: none"> • Growth over the period • Decline after 2001 • Spending grows 02/03 • Visitors grow 03/04 <p>Look for three valid comparative statements and award one mark for each.</p>	6	1.1.2	AO2 (3) AO3 (3)
	<p>(d) Identify and explain <u>three</u> social and economic conditions that might account for the large number of Europeans visiting New York.</p> <p>Award one mark to a maximum of three for the identification of valid socio-economic factors and award up to two marks for explanatory development of:</p> <ul style="list-style-type: none"> • Increase in leisure time (1) so have more time to travel (1) • Increase in disposable income (1) so can travel long-haul (1) • Impact of the national economy (1) high value of Euro against US\$ (1). We may credit business travel as well here. • Changing consumer needs and expectations (1) NYC is fashionable (1) <p>Credit all valid developments</p>	5	1.1.3	AO2 (3) AO3 (2)

	(e)	<p>With reference to one destination with which you are familiar, evaluate the range of tourist attractions that are currently available.</p> <p><i>Use level of response criteria</i></p> <p>This question is very open and candidates are required to have made a study of at least one destination. However, the focus here is about the range of attractions (syllabus states “built; natural; events as attractions and the facilities in which these are held”) and we should expect precise details.</p> <p>Level 1 (1 to 3 marks) can be awarded for the correct identification of a range of attractions within an identifiable destination.</p> <p>Level 2 (4 to 6 marks) will see at least one attraction analysed in terms of visitor appeal and we should expect further analytical comment about other attraction(s) at the top end.</p> <p>Level 3 (7 to 9 marks) can be awarded to those candidates that attempt an evaluation of a range of attractions and come to a justified conclusion about relative importance.</p>	9	1.1.4	AO2 (3) AO3 (3) AO4 (3)
2	(a)	<p>Identify <u>three</u> “Jumeirah Hallmarks” for customer service.</p> <p>Award one mark for each of:</p> <ul style="list-style-type: none"> • Greeting with a smile • Never say No! • Attitude of mutual respect 	3	1.3.1	AO2
	(b)	<p>State which <u>one</u> of the “Jumeirah Hallmarks” is aimed at internal customers and explain <u>two</u> ways in which it will help promote high levels of customer service.</p> <p>Award one mark for identification of ‘mutual respect’ idea. Then, award one mark for the identification of each of two valid ways in which customer service will be improved and a further one mark for a suitable explanation/justification of each, such as:</p> <ul style="list-style-type: none"> • Employees treated with respect (1) will tend to do likewise (1) • Better working environment (1) customers will benefit (1) • Promotes high standards (1) better service to guests(1) • Staff feel valued (1) take more pride in their roles (1) <p>Credit all valid reasoning and suggestions.</p>	5	1.3.1	AO2 (1) AO3 (2) AO4 (2)

	(c)	<p>Other than customer comment cards, explain <u>four</u> ways in which travel and tourism organisations can assess standards of customer service.</p> <p>Award one mark for the identification of each of four valid ways and then a further mark for an appropriate explanation of each. Correct responses will include:</p> <ul style="list-style-type: none"> • Informal feedback (1) from customers, staff, management, non-users (1) • Surveys (1) of staff, management, non-users (1) • Suggestion boxes (1) placed around facilities (1) • Focus groups (1) • Mystery shoppers (1) • Observation (1) 	8	1.3.3	AO1 (4) AO3 (4)
	(d)	<p>With reference to a travel and tourism organisation of your choice, discuss the various methods used by frontline staff to deliver quality customer service.</p> <p><i>Use level of response criteria</i></p> <p>This is firmly set in the context of section 1.3.2 and candidates are expected to have investigated an appropriate organisation.</p> <p>Level 1 (1 to 3 marks) can be awarded to those candidates that simply describe methods of service delivery within an identifiable organisation.</p> <p>Level 2 (4 to 6 marks) can be awarded to those who start to analyse the service(s) provided and link actions with quality.</p> <p>Level 3 (7 to 9 marks) can be awarded to those candidates that include some evaluative comment from either the customer and/or company perspective and come to a valid conclusion.</p>	9	1.3.2	AO1 (3) AO3 (3) AO4 (3)
3	(a)	<p>Identify the <u>two</u> markets that contributed most to Uganda's 2005 drop in visitor arrivals.</p> <p>Award one mark for each of:</p> <ul style="list-style-type: none"> • Kenya • Tanzania 	2	1.1.2	AO2
	(b)	<p>Identify <u>three</u> airlines that Uganda Tourism feel will help boost 2006 visitor numbers.</p> <p>Award one mark for each of:</p> <ul style="list-style-type: none"> • KLM • Emirates • Kenya Airways 	3	1.1.4	AO2

	(c)	<p>Explain <u>two</u> pieces of evidence from Fig. 3 that suggest Uganda is only at the ‘development’ stage of destination evolution.</p> <p>Award one mark for each of two valid identifications and a further one mark for each if appropriately explained. Correct ideas from Fig. 3 will include:</p> <ul style="list-style-type: none"> • Tourist numbers relatively low (1) – limited development (1) • Identified markets (USA and UK) (1) – suggests becoming established (1) • “Improved the quantity and quality of services” (1) – suggests local involvement indicative of stages 2/3 (1) 	4	1.2.3	AO2 (2) AO3 (2)
	(d)	<p>(i) Uganda hopes to attract visitors with its “gifted by nature” promotional campaign.</p> <p>Suggest <u>three</u> features of Uganda’s natural environment that will attract visitors</p> <p>Award one mark for each of three valid <u>natural</u> features such as:</p> <ul style="list-style-type: none"> • Landscape • Climate • Vegetation • Wildlife 	3	1.1.4	AO1
		<p>(ii) Justify <u>one</u> way in which the environment can be managed in order to sustain tourism</p> <p>This requires the candidate to offer a reasoned justification of the method selected. Award one mark for the identification of an appropriate method and up to three marks for a sequential, reasoned justification – for example:</p> <p>Creation of National Parks (1) will safeguard habitats (1), rangers reduce poaching (1) and allow tourism to be monitored more easily (1).</p>	4	1.2.2	AO1 (1) AO4 (3)

	(e)	<p>Discuss the reasons why countries such as Uganda actively promote the development of tourism.</p> <p><i>Use level of response criteria</i></p> <p>This is clearly set in the context of tourism objectives for LEDCs and requires candidates to consider a selection of issues such as:</p> <ul style="list-style-type: none"> • Economic • Social • Cultural • Environmental • Political <p>Level 1 (1 to 3 marks) will be descriptive and will tend to list objectives rather than contextualising them.</p> <p>Level 2 (4 to 6 marks) will start to analyse key objectives and offer reasoned explanation for their significance.</p> <p>Level 3 (7 to 9 marks) will clearly evaluate at least two objectives of tourism development in the context of an appropriate LEDC. There will be a reasoned conclusion.</p>	9	1.2.1	AO1 (3) AO3 (3) AO4 (3)
4	(a)	(i) <p>Fig. 4a shows the impressive ruins of the largest colosseum in North Africa, a huge amphitheatre which could hold up to 35,000 spectators, which are found in the small Tunisian village of El Jem.</p> <p>This is now a UNESCO World Heritage Site.</p> <p>Outline <u>two</u> aspects of the location's cultural appeal.</p> <p>Award one mark for each of two valid identifications of cultural appeal and a further one mark for an appropriate development of each, such as:</p> <ul style="list-style-type: none"> • Historic attraction (1) – largest in North Africa (1) • UNECO site (1) – awarded on a very limited basis/criteria etc. (1) • Roman link (1) – link to history of Empire (1) <p>Credit all valid reasoning.</p>	4	1.1.4	AO2 (2) AO3 (2)

	(ii)	<p>Explain <u>three</u> ways in which you would expect site visits here to be managed.</p> <p>Award one mark for each of three valid management strategies and award a further mark for each, if explained appropriately. Valid responses will include:</p> <ul style="list-style-type: none"> • Guides (1) – follow a route (1) • Leaflets (1) – allow self-guiding (1) • Opening times (1) – prevent congestion (1) and allow maintenance (1) • Charges (1) – increase funding (1) <p>Credit all valid responses.</p>	6	1.2.2	AO1 (3) AO3 (3)
	(b)	<p>With reference to Fig. 4b, analyse <u>two</u> negative impacts that may be caused by further tourism development in the area shown.</p> <p>This requires thought and clear interpretation of Fig. 4b in tourism development terms. Award one mark for each of two valid impacts and up to an additional two marks for each with appropriate analysis. Valid interpretations include:</p> <ul style="list-style-type: none"> • Conflict with local fishermen (boats) for beach access (1) – loss of income (1), underemployment (1) • Social tensions (1) – rich tourists (1) poor locals (1) • Water pollution (1) – increased boats will increase oil spills (1), damage fish habitat (1) <p>Credit all valid interpretations.</p>	6	1.2.2	AO2 (2) AO4 (4)

	<p>(c) With reference to examples with which you are familiar, discuss the ways in which tourism's positive impacts can be maximised through the principles of successful destination management.</p> <p>This is firmly set in the context of destination management and candidates are expected to be aware of:</p> <ul style="list-style-type: none"> • Maximising the retention of visitor spending at the destination • Investing the income from tourists in public and social projects for local communities • Widening access to facilities and assets • Staff training and development • Training and employment of local people in tourism and related activities • Tourism education <p>Level 1 (1 to 3 marks) will be descriptive and will tend to list factors with little exemplification or explanation.</p> <p>Level 2 (4 to 6 marks) will offer clear analysis of at least one or two of the above strategies set firmly in the context of identifiable destinations.</p> <p>Level 3 (7 to 9 marks) will evaluate at least two valid strategies employed at a particular destination and come to a reasoned conclusion about their relative effectiveness.</p>	9	1.2.2	AO1 (3) AO3 (3) AO4 (3)
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