

**MARK SCHEME for the May/June 2010 question paper**  
**for the guidance of teachers**

**9395 TRAVEL AND TOURISM**

**9395/03**

Paper 3 (International Business & Leisure Travel Services),  
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.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

Question	Expected Response	Mark	Focus	AO
1 (a) (i)	<p><b>Using information from Fig. 1, identify and explain two aspects of the likely appeal of the St Regis New York Hotel to honeymooners.</b></p> <p>Award one mark for the identification of each of two valid aspects and a second mark for an appropriate development of each.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> <li>• 5*, luxury hotel - 24 hour butler service, fresh fruit or candy delivered daily, photo of guestroom all suggest luxury</li> <li>• complimentary flowers in the room – makes guests feel special</li> <li>• unlimited use of the on-site private health club – ‘extra’ included in price – value for money</li> <li>• Award - Gold List – The World’s Best Places To Stay - prestigious</li> <li>• Elegant dining at Astor Court – romantic atmosphere</li> <li>• Fifth Avenue location – central for shopping, visits to Broadway shows, trip to Central Park – lots to do in the area</li> </ul>	4	3.2	AO2
(ii)	<p><b>Other than hotel accommodation, name two other components that a holiday package with ‘United Vacations’ might include.</b></p> <p>Award one mark for each of two valid components.</p> <p>Correct responses include:</p> <ul style="list-style-type: none"> <li>• Meal plan – bed and breakfast is included in the price of this package</li> <li>• Flights – domestic or international flights may be offered</li> <li>• Transfers – shuttle bus or taxi may be offered to and from airport</li> <li>• Additional activities – Broadway show tickets, city tour, etc</li> </ul>	2	3.2	AO1

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

<p><b>(b) (i)</b></p>	<p><b>Explain two reasons why an international airline carrier such as United Airlines provides branded leisure travel services.</b></p> <p>Award one mark for each of two reasons identified and a second mark for a developed amplification of each reason.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> <li>• Extension of the existing product – offer packages including flights</li> <li>• Meet the needs of leisure travellers – more choice and greater convenience for customers</li> <li>• Competitive advantage – many other carriers offer similar services</li> <li>• Profit generation – increased opportunities for the organisation to make money</li> <li>• Changes in distribution channels – take full advantage of new advances in technology</li> </ul>	4	3.4	AO1 AO3
<p><b>(ii)</b></p>	<p><b>Compare the range of services offered by tour operators and online travel agencies.</b></p> <p>Use Level of Response criteria.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Tour operators put together packages which travel agencies sell on to customers</li> <li>• Tour operators will employ reps to work in resorts, dealing with customer problems</li> <li>• Travel agents will offer ancillary services of other travel/tourism principals – car hire, excursions etc</li> </ul> <p>Candidates are expected to have studied the range of services provided by tour operators and travel agencies.</p> <p>Level 1 (1–3 marks) At this level, candidates will list or describe a range of the services associated with either a tour operator or a travel agency. At the lower end, these will be the more obvious services, whilst at the upper end a fuller range of services will be considered.</p> <p>Level 2 (4–6 marks) Candidates will use comparative language at this level to consider services offered by tour operators <b>and</b> travel agents. At the lower end, this will focus on the more obvious services, whilst at the upper end, a fuller range of services will be compared between both types of providers.</p>	6	3.2	AO1 AO3

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(iii)	<p><b>Evaluate the benefits to leisure travellers of using the services of a provider such as 'United Vacations'.</b></p> <p>Use Level of Response criteria.</p> <p>Benefits include:</p> <ul style="list-style-type: none"> <li>• Convenience – 'one stop shop', book from home 24 hrs a day</li> <li>• Wide choice of destinations</li> <li>• Money-saving – source document refers to cheaper hotel accommodation – benefit from economies of scale</li> <li>• Safe – reputable tour operators and travel agencies are 'bonded' to protect customers</li> <li>• Expert product knowledge – can offer guidance in finding right product for you therefore also time-saving</li> </ul> <p>Level 1 (1–3 marks) can be awarded to those candidates who state and describe three benefits of using the services of a provider such as 'United Vacations'.</p> <p>Level 2 (4–6 marks) will be awarded for responses that analyse at least one benefit of using the services of a provider such as 'United Vacations'.</p> <p>Level 3 (7–9 marks) will be awarded for responses that make reasoned evaluative comments about the benefits of using the services of a provider such as 'United Vacations'. At the upper end of this level, candidates will make judgements about whether the investigated benefits outweigh any disadvantages. Whilst the question doesn't ask candidates to consider disadvantages, better performing candidates will recognise that using a 'middleman' may come at a cost.</p>	9	3.2	AO1 AO3 AO4
2 (a)	<p><b>Identify two features of the travel product offered by Abela Sleeping Trains in Egypt.</b></p> <p>Award one mark for each of two features of the travel product mentioned in the source material in Fig. 2.</p> <p>Correct responses include:</p> <ul style="list-style-type: none"> <li>• Double cabins equipped with basins, razor plugs, running water, soap &amp; towels.</li> <li>• A luggage compartment is available.</li> <li>• Dining car</li> <li>• Dedicated steward service</li> <li>• Breakfast and dinner included</li> <li>• Steward service</li> </ul> <p>Accept any two</p>	2	3.1	AO2

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

<p><b>(b) (i)</b></p>	<p><b>Identify and explain two aspects of the pricing policy used on the route between Cairo and Matrouh.</b></p> <p>Award one mark for a correct identification of an aspect of price used on this route and a second mark for an explanation of why this pricing policy may have been adopted.</p> <p>Correct responses include:</p> <ul style="list-style-type: none"> <li>• Prices are in US dollars – as a large proportion of customers using the service are from the United States – this pricing policy will be attractive to prospective customers as they understand the currency and recognise the value for money these fares represent</li> <li>• Single occupancy supplement – rail operator needs to maximise income generation and would prefer to have two guests per cabin at \$96 - raises fare by \$17 per person to discourage single occupancy of cabins.</li> <li>• Child and student discounts available – rail operator applies price discrimination policy to make fares attractive to a wider market segment</li> <li>• Return fare inclusive of dinner and breakfast – no single fares. Operator is not using aggressive pricing techniques – could increase income opportunity by charging for dinner separately.</li> </ul>	4	3.1	AO2 AO3
<p><b>(ii)</b></p>	<p><b>Give two examples of pre-bookable extras that a travel provider such as Abela Sleeping Trains could offer to generate increased income from its customers. Give a reason why customers might choose each pre-bookable extra.</b></p> <p>Award one mark for each of two valid pre-bookable extras and a second mark for one reason for the choice of each.</p> <p>Pre-bookable extras could include:</p> <ul style="list-style-type: none"> <li>• Transfers to and from departure points/points of arrival – for customer convenience</li> <li>• Babysitting facilities on board – to allow parents to eat in the dining car whilst baby/toddler sleeps</li> <li>• Special occasion packs in cabins (flowers, beverages, celebration cake etc) – to meet special customer requirements</li> <li>• Hotel booking at destination – for customer convenience</li> </ul> <p>Accept any valid suggestions and reasoning.</p>	4	3.2	AO1 AO3

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(iii)	<p><b>Explain <i>three</i> likely reasons why the route between Cairo and Matrouh operates for only three months of the year.</b></p> <p>Valid reasons include:</p> <ul style="list-style-type: none"> <li>• Peak season (1) – demand for the specialist services of the sleeping train is at its highest during these months (1)</li> <li>• The rail operator will only operate the route while it is profitable to do so (1) – therefore when demand falls away, the service ceases (1)</li> <li>• This is the time when most overseas visitors are in the area (1) – prices are given in US\$, implying the majority of users of the service are from overseas (1)</li> <li>• Matrouh is on the coast (1) – the weather is most suited to a coastal visit in these months (1)</li> </ul>	6	3.4	AO1 AO3
-------	---	---	-----	------------

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(c)	<p><b>Evaluate the advantages and disadvantages to customers of the booking methods offered by the Abela Egypt Sleeping Trains organisation.</b></p> <p>Use Level of Response criteria</p> <p>Advantages of Face to Face Bookings</p> <ul style="list-style-type: none"> <li>• Can pay in cash</li> <li>• More secure than giving out credit/debit card details over the computer</li> <li>• Personal contact encourages customers to ask more questions</li> <li>• Instant response – checking availability</li> </ul> <p>Disadvantages of face to face bookings</p> <ul style="list-style-type: none"> <li>• Have to travel to the venue</li> <li>• May have to queue</li> <li>• Has opening/closing hours</li> </ul> <p>Advantages of telephone bookings</p> <ul style="list-style-type: none"> <li>• Can pay by credit/debit card</li> <li>• No need to travel</li> <li>• No need to queue</li> <li>• Instant response – checking availability</li> </ul> <p>Disadvantages of telephone bookings</p> <ul style="list-style-type: none"> <li>• Telephone booking line not manned 24 hours a day</li> <li>• May be engaged or may not get through</li> <li>• Can only pay by credit or debit card</li> </ul> <p>Advantages of email bookings</p> <ul style="list-style-type: none"> <li>• Can send enquiry at any time of day</li> <li>• Do not need to travel or queue up</li> </ul> <p>Disadvantages of email bookings</p> <ul style="list-style-type: none"> <li>• Not a CRS – therefore no instant response when checking availability – may have to wait some time for a response</li> <li>• Can only pay by credit or debit card</li> </ul> <p>Level 1 (1–3 marks) At this level, candidates will identify advantages or disadvantages of any booking method.</p> <p>Level 2 (4–6 marks) Candidates at this level will begin to analyse advantages or disadvantages or one or more of the booking methods used by Abela Egypt Sleeping Trains.</p> <p>Level 3 (7–9 marks) Responses at this level will offer evaluative comments based on the advantages and disadvantages of at least two booking methods used by Abela Egypt Sleeping Trains. At the top end, candidates may make judgements about which method is most effective for the customer with reasons why.</p>	9	3.4	AO1 AO3 AO4
-----	--	---	-----	-------------------

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

3	(a) (i)	<p><b>Name the <i>two</i> European countries which generate the highest number of cruise passengers.</b></p> <p>Award one mark for each of the following:</p> <ul style="list-style-type: none"> <li>• The UK</li> <li>• Germany</li> </ul>	2	3.1	AO2
	(ii)	<p><b>Explain what is meant by the term 'berth capacity' in relation to a cruise ship.</b></p> <p>Award one mark for an explanation of the term berth and a second mark for an overall definition of the term within the context of a cruise ship.</p> <p>e.g. berths relate to the number of beds available on a ship, therefore berth capacity means the total number of passengers that a ship can accommodate at any one time.</p>	2	3.1	AO1
	(b)	<p><b>Analyse the likely reasons why the Mediterranean may be popular with Italian cruise customers.</b></p> <p>Use Level of Response criteria.</p> <p>Reasons for the popularity of the Mediterranean as a cruise destination for Italian customers include:</p> <ul style="list-style-type: none"> <li>• Easy to access – two large cruise lines (Costa and MSC) operate out of Italy</li> <li>• Close proximity to board ship – no need to pay for expensive flights to join the ship; also means more time can be spent 'cruising' rather than in joining the ship</li> <li>• Diverse range of destinations and large number of ports close together – East and West cruise circuits offer wide scope</li> <li>• Area rich in history and culture</li> <li>• If use Costa or MSC, main language on board will be Italian and prices will be in Euros – familiar to the Italian market</li> </ul> <p>Level 1 (1–3 marks) At this level, candidates will identify and describe reasons why the Med is popular with Italian cruise customers.</p> <p>Level 2 (4–6 marks) At this level, candidates will analyse reasons why the Med is popular with Italian cruise customers.</p>	6	3.1	AO1 AO3



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(c) (i)	<p><b>Explain, using examples, two functions of the European Cruise Council.</b></p> <p>Award one mark for each of two identified functions of the European Cruise Council and a further two marks for an explanation (including relevant examples) for each.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> <li>• protect the interests of cruise operators – by offering guidance and by working towards creating a EU regulatory environment – e.g. by setting up standards and codes of practice</li> <li>• promote cruising by the European public – using marketing techniques across all European market segments e.g. advertising campaigns targeted at specific countries</li> <li>• encourage expansion of the European cruise market – work with cruise companies and ship builders to retain new commissions in Europe e.g. Costa and MSC have new ships ordered – help them develop new circuits around the Med</li> <li>• keeping members informed of regulatory/political developments – holding members conferences and develop members area on website to share news from the industry</li> <li>• encouraging high standards of operation – codes of practice for all cruise operators on the European circuits</li> <li>• further the continued growth of the cruise sector – encourage retention of business in Europe – advertising campaigns, press releases etc</li> <li>• works in close partnership with other shipping associations, EU institutions and a range of non-governmental organisations to achieve its aims. – e.g. the trade associations – PSA , governments etc.</li> </ul>	6	3.3	AO1 AO2
---------	--	---	-----	------------

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(ii)	<p><b>Evaluate safety and security measures that the cruise industry may take to protect passengers and crew members.</b></p> <p>Use Level of Response criteria.</p> <p>Indicative content will include:</p> <ul style="list-style-type: none"> <li>• use of official manifests – passengers and crew members are entered on the manifest and submitted prior to embarkation</li> <li>• pass through security screening with luggage – just like in an airport</li> <li>• work force is screened prior to being hired for criminal convictions etc</li> <li>• personnel on board the ship are trained in safety and security.</li> <li>• International Cruise Victims Association – to help protect those who do suffer a crime whilst on a cruise ship</li> </ul> <p>Level 1 (1–3 marks) At this level, candidates may produce a list of the type of security used in the cruise industry. At the top end, candidates may offer some description of at least one security measure.</p> <p>Level 2 (4–6 marks) Candidates will use analytical language to explain one or more aspect of security at this level. Measures may be fairly obvious.</p> <p>Level 3 (7–9 marks) At this level, candidates will make evaluative comments about the requirements the cruise industry to protect against threats and respond to specific threats. At least two security measures will be evaluated. At the top end, candidates may make a judgement about the safety of travelling by cruise ship.</p>	9	3.3	AO1 AO3 AO4
4 (a) (i)	<p><b>Name two South African cities with world-class convention facilities.</b></p> <p>Award one mark for each of two correctly identified cities from:</p> <ul style="list-style-type: none"> <li>• Cape Town</li> <li>• Durban</li> <li>• Johannesburg</li> </ul>	2	3.4	AO2

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(ii)	<p><b>State two ways in which air travel to South Africa has become more accessible for business tourists.</b></p> <p>Award one mark for each valid example.</p> <p>Correct responses include:</p> <ul style="list-style-type: none"> <li>• More flights added by a number of different carriers</li> <li>• Carriers are adding more destinations around the world – easier to fly directly to South Africa</li> <li>• New international airport being built – more convenient to reach a range of convention destinations</li> </ul>	2	3.1	AO2
(b) (i)	<p><b>Explain the term ‘incentive travel destination’</b></p> <p>Award one mark for basic description of the term incentive tourism and a second mark for a relevant exemplification of this within a travel destination context.</p> <p>e.g. incentive tourism is offering employees an opportunity to travel (often with spouses), paid for by an employer as a reward for e.g. achieving sales targets or as a stimulus for future attainment. (1) South Africa offers itself as an incentive destination – airlines will probably offer discounted incentive fares, incentive travel programmes are put together for incentive groups etc. (1)</p>	2	3.4	AO1
(ii)	<p><b>Explain two benefits for tourism providers of hosting a familiarisation event such as ‘Meetings Africa’ on an annual basis.</b></p> <p>Award one mark for the identification of each of two benefits and a second mark for an explanation of each benefit.</p> <p>Correct ideas include:</p> <ul style="list-style-type: none"> <li>• Raise awareness to travel trade partners on a regular basis (1); encourages greater level of participation (1)</li> <li>• Gives a taste of the experience (1) to tempt more customers to use the services of the business tourism industry in the country (1)</li> <li>• Increases potential customer base (1), thus generating more business (1)</li> <li>• Creates competitive advantage over other business tourism destinations (1), thus generating more income and more profit (1)</li> </ul>	4	3.4	AO1 AO4

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(c)	<p><b>Discuss the importance of business tourism in South Africa.</b></p> <p>Use Level of Response Criteria.</p> <p>Indicative Content</p> <ul style="list-style-type: none"> <li>• For every rand spent marketing South Africa as a business destination, R35 flows back into the country</li> <li>• 40 per cent of business travellers usually return to the country as leisure tourists within a five-year period.</li> <li>• an international meeting can generate up to US\$700,000 in revenue for its hosts</li> <li>• the average business tourist spends approximately US\$1,000 within the tourism sector during their stay.</li> <li>• South Africa hosts more than 850 international conference events each year.</li> <li>• nearly 26,000 exhibitors with a total of 3.7 million visitors attending</li> </ul> <p>Level 1 (1–2 marks) Candidates at this level identify key factors from the list about how business tourism is important to South Africa.</p> <p>Level 2 (3– 4 marks) Candidates will begin to analyse one or two key factors from the list about why business tourism is important to South Africa.</p> <p>Level 3 (5–6 marks) Candidates offer some evaluative comment about the importance of business tourism to South Africa.</p>	6	3.4	AO2 AO3
-----	---	---	-----	------------

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	03

(d)	<p><b>Evaluate the appeal of South Africa as a business tourism destination.</b></p> <p>Use Level of Response criteria.</p> <p>Indicative Content</p> <ul style="list-style-type: none"> <li>• has world class convention facilities</li> <li>• has 1700 smaller conference venues across the country</li> <li>• has sound transport infrastructure</li> <li>• good international flight connections</li> <li>• central 'global' location – between East and West</li> <li>• great mix for business and pleasure – lots to offer</li> </ul> <p>Level 1 (1–3 marks) At this level, candidates may produce a list of the reasons why South Africa appeals as a business tourism destination. At the top end, candidates may offer some description of at least one of these reasons.</p> <p>Be careful not to award marks for repetition of information from 4 (c). Do not accept convention city names , for example.</p> <p>Level 2 (4–6 marks) Candidates will use analytical language to explain one or more reasons for the appeal of South Africa as a business tourism destination at this level. Response may rely on facts from the stimulus.</p> <p>Level 3 (7–9 marks) At this level, candidates will make evaluative comments about the appeal of South Africa. At the top end, candidates may make a judgement about South Africa as a business tourism destination compared with other well-known convention destinations such as Hong Kong, Singapore, New York or London.</p>	9	3.4	AO2 AO3 AO4
-----	---	---	-----	-------------------