

**MARK SCHEME for the October/November 2008 question paper**

**9395 TRAVEL AND TOURISM**

**9395/01**

Paper 1 (Core), 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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 October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus
	GCE A LEVEL – October/November 2008	9395

Q. No.	Expected Answer	Mark	Focus	
1 (a)	<p>Identify which <b>one</b> of the 10 points refers directly to:</p> <p>(i) <i>product knowledge</i> Award one mark for <b>No. 2.</b></p> <p>(ii) <i>teamwork</i> Award one mark for <b>No. 10.</b></p>	2	3.2	AO1
(b)	<p>With reference to Fig. 1, describe how waiting staff are expected to create good first impressions.</p> <p>Award one mark for each of four valid statements, including appropriate development, about the creation of good first impressions as indicated on Fig. 1. Correct responses will include reference to:</p> <ul style="list-style-type: none"> <li>smile – to create welcome greeting</li> <li>personal appearance – uniform &amp; tidy</li> <li>introduce self to guests</li> <li>have all equipment e.g. cloth, tray, pen &amp; order pad</li> <li>behave in professional &amp; efficient manner</li> </ul> <p>Credit all valid points.</p>	4	3.2	AO1 (2) AO2 (2)
(c)	<p>Analyse <b>two</b> ways to monitor the effectiveness of the customer service provided by the waiting staff.</p> <p>Award one mark for each of two valid identifications of ways and up to a further two marks for an appropriate explanation of each. Correct ideas in this context include:</p> <ul style="list-style-type: none"> <li>observation by supervisor (1) – can provide both formal (1) &amp; informal feedback (1)</li> <li>complaints (1) – written (1) &amp; in person (1)</li> <li>customer survey (1) – comments about service they have received (1) – highlights areas for improvement (1)</li> <li>mystery shopper (1) – formal feedback (1) allows benchmarking etc (1)</li> </ul>	6	3.3	AO1 (2) AO3 (4)
(d)	<p>Explain <b>two</b> types of service encounter that the waiting staff in Fig. 1 will have with internal customers.</p> <p>This is clearly set in Fig. 1's hospitality environment and the stated encounters must be appropriate. Award one mark for the identification of each of two valid encounters and award a second mark for each if appropriate explanatory development is offered. The more obvious examples will include:</p> <ul style="list-style-type: none"> <li>kitchen staff (1) – collecting meals (1)</li> <li>bar staff (1) – collecting drinks (1)</li> <li>maitre d' (1) – complaints (1)</li> </ul> <p>Credit all valid illustrations.</p>	4	3.1	AO1 (2) AO2 (2)

Page 3	Mark Scheme	Syllabus	er
	GCE A LEVEL – October/November 2008	9395	

<p>(e)</p>	<p><i>With reference to travel and tourism examples with which you are familiar, assess how customer service delivery has been improved.</i></p> <p>Candidates are expected to have made a study of customer service within a chosen T&amp;T organisation. Furthermore, they are also expected to have precise knowledge about three types of service procedure within particular job roles. We can thus accept references to a particular company and/or types of job role contained therein. We should reward candidates attempting to explain how the particular <b>improvements</b> under consideration have actually been achieved.</p> <p><u>Use level of response criteria</u>  Level 1 (1–3 marks) will identify up to three appropriate types of improved procedure providing some detail but will be mainly descriptive.  Level 2 (4–6 marks) can be awarded for an analysis of selected procedures and we should expect an appropriate treatment, indicating what has been done, to allow suitability for customer or organisation requirements – at least two of these for the higher marks.  Level 3 (7–9 marks) can be awarded for evaluative comments about service provision with due reward being given to the range of procedures followed, particularly if these are relate to improved efficiency and thus improved customer service. The better answers will have a reasoned conclusion.</p>	<p>9</p>	<p>3.2</p>	<p>( AO3 (3) AO4 (3)</p>
<p>2 (a)</p>	<p><i>Describe the main differences between a travel agent and a tour operator.</i></p> <p>Award one mark for each of two valid definitions and a further one mark for two appropriate developments about difference. Key ideas are:</p> <ul style="list-style-type: none"> <li>• travel agent = <b>retailer</b> (1) – selling travel products &amp; ancillary services (1)</li> <li>• tour operator = <b>producer</b> (1) – puts holiday packages together for sale (1)</li> <li>• <b>both</b> are in chain of distribution (1) – some are vertically integrated to achieve economies of scale (1)</li> </ul> <p>Credit all valid descriptions.</p>	<p>4</p>	<p>1.4.3</p>	<p>AO1</p>
<p>(b)</p>	<p><i>Identify the <b>two</b> brochures that are season-specific.</i></p> <p>Award one mark for each of:</p> <ul style="list-style-type: none"> <li>• Thomas Cook <u>winter</u> sun</li> <li>• Thomson <u>Summer</u> Collection</li> </ul> <p><b>NB names must be in full!</b></p>	<p>2</p>	<p>1.1</p>	<p>AO2</p>

Page 4	Mark Scheme	Syllabus	er
	GCE A LEVEL – October/November 2008	9395	

<p>(c)</p>	<p><i>Suggest advantages to Airmiles in operating through a call centre instead of retail outlets.</i></p> <p>Award one mark for each of four valid advantages, allowing development, such as:</p> <ul style="list-style-type: none"> <li>• potential 24/7 operation – extended opening</li> <li>• competitive advantage – automated call handling</li> <li>• reduced overheads – increased profit</li> <li>• economies of scale – purpose built call centre site</li> </ul> <p>Credit all valid reasoning.</p>	<p>4</p>	<p>1.1</p>	
<p>(d)</p>	<p><i>Explain <b>three</b> advantages for destinations that are ports of call for cruise ships.</i></p> <p>Award one mark for each of three valid advantages and award a further mark for an appropriate explanation of each. Correct ideas will include:</p> <ul style="list-style-type: none"> <li>• increased visitor numbers (1) – higher visitor spend (1)</li> <li>• additional jobs (1) – less unemployment and under-employment (1)</li> <li>• additional demand (1) – increased multiplier effect (1)</li> <li>• improved infrastructure (1) – attract other cruise operators (1)</li> </ul> <p>Credit all valid reasoning.</p>	<p>6</p>	<p>2.1</p>	<p>AO1 (3) AO3 (3)</p>
<p>(e)</p>	<p><i>Assess the extent to which the hosting of major international sporting events contributes to tourism development. You should refer to specific examples with which you are familiar.</i></p> <p>This is topical and the candidate is being invited to apply their knowledge and understanding of tourism development objectives and relate them to this sports tourism context. Furthermore, it is expected that the candidate will understand that the impacts associated with hosting the event will tend to be localised, rather than being evenly spread. We can credit consideration of <b>all</b> appropriate international sporting events. Aspects to be assessed and evaluated can include:</p> <ul style="list-style-type: none"> <li>• economic</li> <li>• political</li> <li>• socio-cultural</li> <li>• environmental</li> </ul> <p><u>Use level of response criteria</u></p> <p>Level 1 (1–3 marks) candidates apply only limited or general knowledge and understanding and answers will be descriptive of sporting event impacts and lack much focus on particular destinations or the range of objectives host nations usually have. Level 2 (4–6 marks) candidates apply some of their knowledge and understanding and will clearly attempt an analysis of 1 or 2 key objectives of sports tourism at particular destinations. Level 3 (7–9 marks) candidates offer a clear evaluation of how hosting sports tourism events have caused particular destination(s) to develop through diversification of the total tourism product. They have every chance of being self-sustaining. We should expect valid reasoned conclusion(s) for the higher marks and reward those who argue in an appropriate manner about the uneven distribution of development i.e. national versus local scales.</p>	<p>9</p>	<p>2.1 2.2</p>	<p>AO1 (3) AO3 (3) AO4 (3)</p>

Page 5	Mark Scheme	Syllabus	er
	GCE A LEVEL – October/November 2008	9395	

3 (a)	<p>Identify the <b>three</b> Chinese cities with direct flights to Los Angeles.</p> <p>Award one mark for each of:</p> <ul style="list-style-type: none"> <li>• Beijing</li> <li>• Shanghai</li> <li>• Guangzhou</li> </ul>	3	1.2	
(b)	<p>State <b>three</b> services likely to be provided at the Los Angeles Convention and Visitors Bureau in Beijing.</p> <p>Award one mark for the identification of each of three appropriate services including:</p> <ul style="list-style-type: none"> <li>• travel information about flights &amp; transfers</li> <li>• destination brochures/guides</li> <li>• visa advice</li> <li>• attraction details/flyers</li> <li>• accommodation booking</li> <li>• theme park tickets</li> </ul> <p>Credit all valid suggestions.</p>	3	1.4.3	AO1
(c)	<p>With reference to Fig. 3, explain <b>two</b> reasons why China is likely to offer Los Angeles a large tourist market.</p> <p>Award one mark for the identification of each of two Chinese market aspects from Fig. 3 and award a further mark for an explanation of each. Valid responses include:</p> <ul style="list-style-type: none"> <li>• 86,000 visit already (1) – expect 12% increase by 2010 (1)</li> <li>• number of Chinese with ability to travel now 176 m (1) – 50 m increase over next 3 years (1)</li> <li>• LA has second largest US Chinese community (1) – great VFR potential (1)</li> </ul> <p>Credit all valid reasoning.</p>	4	1.3	AO2 (2) AO3 (2)
(d)	<p>The China National Tourism Administration (CNTA) is a public sector organisation. Discuss the main objectives of public sector tourism organisations.</p> <p>The syllabus gives emphasis to the fact that the challenge facing those responsible for Destination Management is to try and ensure that tourism developments integrate with the other social and economic activities of the particular area so that future development will be sustainable. Public sector organisations are nationally funded for the common good and candidates will probably think in the Chinese context and make reference to economic, political and social aims &amp; objectives.</p> <p><u>Use level of response criteria</u></p> <p>Level 1 (1–2 marks) will identify up to two appropriate types of objective, providing some detail but will be mainly descriptive about features.</p> <p>Level 2 (3–4 marks) can be awarded for an analysis of selected objectives and we should expect an appropriate treatment, indicating suitability for tourism development, of at least two for the higher marks.</p> <p>Level 3 (5–6 marks) can be awarded for evaluative comment about the range of objectives related to different types of development need. The better answers will have a reasoned conclusion.</p>	6	1.4.2	AO2 (2) AO3 (2) AO4 (2)

Page 6	Mark Scheme	Syllabus	er
	GCE A LEVEL – October/November 2008	9395	

<p>(e)</p>	<p><i>Evaluate the significance of business tourism to the successful development of destinations. You should refer to specific examples with which you are familiar.</i></p> <p>Candidates should be aware that international tourist arrivals reached an all-time record of 763 million in 2004 and that the number of international tourist arrivals worldwide increased in 2004 by 73 million. Business travel accounted for 16% of all international visits. Furthermore, business tourism is resilient, sustainable and creates quality employment opportunities. It regenerates urban and resort areas – 40% of business visitors return with their families on leisure trips. It stimulates inward investment and facilitates significant export earnings. Over the last ten years there has been a 53% growth in all business trips, exceeding the overall tourism growth rate. The conference and incentive travel segments are predicted to grow at a faster rate than any other tourism sector to the year 2010. Revenues from international business tourism are estimated to account for approximately 36% of total international tourism revenue by 2010.</p> <p>Answers could thus look at the above ideas in relation to the Butler model and the need to develop a sustainable tourism product.</p> <p><u>Use level of response criteria</u></p> <p>Level 1 (1–3 marks) candidates apply only limited or general knowledge and understanding and answers will be descriptive of business facilities and lack much focus on particular destinations or the range of products/services available to the business traveller.</p> <p>Level 2 (4–6 marks) candidates apply some of their knowledge and understanding and will clearly attempt an analysis of 1 or 2 of the effects of business tourism activities on particular destinations.</p> <p>Level 3 (7–9 marks) candidates offer a clear evaluation of how business tourism has caused particular destination(s) to evolve or rejuvenate themselves while, through diversification of the total tourism product, have every chance of being self-sustaining. We should expect valid reasoned conclusion(s) for the higher marks and give due credit to those who argue in an appropriate manner against the suggestion.</p>	<p>9</p>	<p>2.2 2.3</p>	<p>A (3) AO4 (3)</p>
<p>4 (a)</p>	<p><i>Fig. 4(c) indicates that building development is taking place around Hammamet. State <b>four</b> negative environmental impacts that may result from this development work.</i></p> <p>Award one mark for each of four valid impacts such as:</p> <ul style="list-style-type: none"> <li>• noise pollution (construction work)</li> <li>• visual pollution (blocks of flats)</li> <li>• congestion (building site access)</li> <li>• air pollution (increased traffic)</li> <li>• habitat destruction</li> <li>• increased litter &amp; waste</li> <li>• water pollution</li> </ul>	<p>4</p>	<p>2.2</p>	<p>AO1</p>

Page 7	Mark Scheme	Syllabus	er
	GCE A LEVEL – October/November 2008	9395	

<p><b>(b)</b></p>	<p><i>Explain <b>two</b> reasons for the appeal of the holiday properties shown in Fig. 4(b) to foreign owners.</i></p> <p>Award one mark for each of two valid identifications and a further one mark for an appropriate explanation of each. Correct ideas include:</p> <ul style="list-style-type: none"> <li>• view (1) – sea and/or marina (1)</li> <li>• location (1) – easy access to both (1)</li> <li>• prestige (1) – exclusive developments (1)</li> <li>• cost (1) – price represented value (1)</li> <li>• asset (1) – investment growth (1)</li> </ul> <p>Allow all valid reasoning.</p>	<p>4</p>	<p>1.3</p>	<p>(2) AO3 (2)</p>
<p><b>(c)</b></p>	<p><i>Explain <b>four</b> socio-economic impacts on the local community which may be caused by the Hammamet Yasmine Marina development.</i></p> <p>Tunisia is an LEDC and the modern development shown in Fig. 4 will have brought a variety of problems. Award one mark for each of four valid identifications and a further one mark for an appropriate explanation of each. Correct ideas include:</p> <ul style="list-style-type: none"> <li>• decline of traditional employment opportunities (1) – now service based (1)</li> <li>• seasonality of employment (1) – winter is quiet season (1)</li> <li>• increased living costs (1) – locals cannot afford (1)</li> <li>• leakages (1) – foreign owned providers (1)</li> <li>• conflicts with the host community (1) – Demonstration Effect (1)</li> <li>• social problems, such as begging and prostitution (1) – leads to crime (1)</li> <li>• loss of cultural identity (1) – leads to changes to family structure etc (1)</li> </ul> <p>Credit all valid negative socio-economic impacts.</p>	<p>8</p>	<p>2.2</p>	<p>AO2 (4) AO3 (4)</p>
<p><b>(d)</b></p>	<p><i>Discuss the reasons why mass market tourist destinations that were popular in the 1980s and 1990s are now facing decline.</i></p> <p>This invites candidates to write in general terms but it would be quite appropriate to consider matters in terms of the Butler model of destination evolution. The success of future tourism within existing mass market destinations is very much connected with the way in which the industry's stakeholders understand and incorporate the emerging critical trends that will influence further development. Tourism is undergoing major changes;</p> <ul style="list-style-type: none"> <li>• aging world population (western countries)</li> <li>• active life style of older traveller</li> <li>• development of emerging markets</li> <li>• growing disposable income of the youth market segment</li> <li>• increased awareness about impact of tourism on environment etc</li> </ul>	<p>9</p>	<p>1.3 2.3</p>	<p>AO1 (3) AO3 (3) AO4 (3)</p>

Page 8	Mark Scheme	Syllabus
	GCE A LEVEL – October/November 2008	9395

	<p>The above will decisively influence the number of tourists, motivation, destination and product choices as well as activities of future travellers. The rapid liberalization and de-regulation of markets will bring fierce competition based on price, quality and characteristics of the tourism products. These trends will bring profound changes and many destinations will not be able to maintain their market share.</p> <p><u>Use level of response criteria</u></p> <p>Level 1 (1–3 marks) candidates apply only limited knowledge and understanding and answers will be descriptive of traditional mass market destinations, thus obtaining credit for the identification of appropriate examples, but lack much of a focus on the potential for decline.</p> <p>Level 2 (4–6 marks) candidates apply some of their knowledge and understanding and will clearly attempt an analysis of some of the reasons for loss of popularity and may consider appropriate Butler stages.</p> <p>Level 3 (7–9 marks) candidates use their knowledge and critical understanding to offer a clear evaluation of the reasons for identifiable older mass market destinations being under threat and they may well relate this to Butler evolution. We should expect valid reasoned conclusion(s) for the higher marks.</p>			
--	--	--	--	--