

TRAVEL AND TOURISM

Paper 9395/01

Core Paper

General Comments

There was an increased entry for this session's examination and candidates seemed to have been quite well prepared. The structure of the paper appears to be familiar to Centres and most candidates were able to use the four pieces of stimulus material. This was extremely positive and Centres are again reminded that questions will continue to be based around pieces of stimulus material, derived mainly from travel and tourism industry sources, which will have been selected on the basis of their ability to illustrate key aspects of the syllabus content.

There was plenty of evidence to support the view that candidates understand and appreciate the development of travel and tourism within their immediate local area as well as within their country as a whole. It was pleasing to see frequent references to case studies in Mauritius and other locations such as Victoria Falls and Dubai's Palm Islands. In some cases, particularly in **Questions 1(d) and 4(d)**, there was a tendency to rely on theory rather than an analysis of what happens at a known location and this limited the amount of credit that could be awarded to candidates. It should be remembered that candidates will always obtain credit for providing specific details about facilities and locations that are appropriate to the demands of particular questions.

Candidates should make maximum use of the valid information included within their answers. To assist with this the following illustrations based on a 9-mark question.

Question: Discuss the visitor appeal of **one** cultural attraction with which you are familiar. (9 marks)

Commentary: This is a typical last-part question. It is a requirement that candidates have made a study of one destination and looked at the various components of its appeal to both international and domestic visitors. Furthermore, in this instance, candidates were given the option to select any appropriate cultural example with which they are familiar and so consideration of attractions such as museums, galleries, events, historic buildings and festivals were all equally valid.

Mark Scheme: This question is quite specific and the candidate is expected to offer precise details about an identifiable **cultural** visitor attraction and the ways in which its facilities appeal to all appropriate types of visitor.

Use level of response criteria

- **Level 1** (1-3 marks) awarded for simple **description or identification** of the attraction's features/facilities.
- **Level 2** (4-6 marks) for **analysis** of 1 or 2+ features showing clearly the appeal to particular types of visitor, e.g. business versus leisure and/or named segments.
- **Level 3** (7-9 marks) for **evaluative** comment about 2 or more of the attraction's features and some conclusion about what is most important/significant and why.

Commentary: The command verb is **discuss** and so to obtain a mark in Level 3 the candidate is expected to:

- provide evidence or opinions arriving at a balanced conclusion;
- consider the issue and present arguments and evidence to support particular points of view and to show where they stand in relation to the topic;
- look at different interpretations or approaches to the issue.

Candidate response (1): Dubai Museum

A visit to the Dubai museum is a must for leisure tourists staying in the destination. Housed within the beautifully restored Al Fahidi Fort, which was erected around 1787 to defend the city against invasion, the museum's diverse collection of exhibits offers a fascinating insight into the rich history and cultural heritage. Renovated in 1971 for use as museum, its colourful life size displays depict everyday life in the days before the discovery of oil. Galleries recreate scenes from the Creek, traditional Arab houses, mosques, the souk, date farms and desert and marine life. One of the more spectacular exhibits portrays pearl diving, including sets of pearl merchants' weights and scales. Also on display are artefacts from several excavations in the Emirate, recovered from graves that date back to the third millennium B.C..

Candidate response (2): The Louvre in Paris

One of Europe's leading cultural attractions, the Louvre in Paris has many types of visitor including people (individuals and groups) on educational trips, leisure tourists on holiday excursions, those attending an event or other specialised activity. Made up of eight departments, the Louvre now displays 35,000 works in 60,000 square meters of exhibition space. The Louvre provides a wide range of aids and amenities to ensure any given visit is fruitful, from floor plans to locate items of interest, audio guides to provide extra information and program listings to highlight forthcoming attractions. Visitor needs are further met by a café for light refreshment, media centres and a bookstore for publications and souvenirs. The Louvre's libraries and multimedia centres enable visitors to learn about the collections in greater depth. In addition to these, the museum's various curatorial departments have research centres and libraries that contain a wealth of material for the use of researchers, candidates, and other interested parties. The Musée du Louvre and the Musée Delacroix can provide a prestigious setting for private receptions, gala evenings, prize-giving ceremonies, product launches, concerts, film premieres with dinners, cocktails, and breakfasts. Open to all since 1793, the Louvre has embodied the concept of a truly "universal" institution. Universal in the scope of its collections, it is also universal in its appeal to some 6 million business and leisure visitors every year.

Commentary on the responses: Both answers are very clear and well-written responses and the candidates have a very good command of written English. Features of the attractions are well known but in response (1) the appeal of each aspect is not stated or even considered and so the requirement of the Level 2 descriptor is not being met, let alone that for Level 3, thus the answer remains at Level 1 with a score of 3 marks. In contrast, response (2) clearly meets the Level 1 and Level 2 descriptors in full. Furthermore, it clearly addresses the requirements of Level 3 and the issue is to decide the extent to which the descriptor has been met. To help decide the most appropriate mark, the following checklist can be applied:

- evaluation of more than one feature – expressing a point of view = 7 marks;
- an evaluation/judgement without an overall conclusion/prioritisation = 8 marks;
- the above with an overall supporting conclusion = 9 marks.

The answer offers a point of view and the 'universal' comments related to a mix of visitors warrants the award of 8 marks.

Further advice:

- Centres should encourage candidates to reflect on their own personal experiences to aid the process of exemplification.
- All candidates should make reference to their own experiences of travel, tourism and hospitality where possible and where appropriate to the question.
- There is clear evidence that candidates were making an effort to end their answers to the last part of each of the four questions with some form of **conclusion**. This is to be encouraged because a **valid** conclusion, based on the previous points made or considered, is clear evidence of evaluation taking place and will thus usually warrant a score in Level 3.

Comments on the individual Questions

Question 1

- (a) Most candidates were able to state correctly three advantages to the hotel of having all staff in uniform and there was frequent reference to ideas such as ease of identification, corporate image and employee motivation. Most candidates were also able to offer some supporting explanatory comment(s) and there were many high-scoring answers as a result.
- (b) Customer service skills tended to be confused with aspects of operational procedure and/or general employee personal qualities. Better answers clearly stated the need for literacy, numeracy, ICT, languages and selling skills and the very best answers managed to contextualise these within the reception area working environment, as was suggested by Fig. 1.
- (c) Most candidates had a good appreciation of the role of a mystery shopper and it was pleasing to see many individuals making a positive attempt to point out why organisations use them to assess customer service. The majority of candidates were both well informed and clearly appreciated what the question was asking them to do. There were many thoughtful and lucid accounts.
- (d) The question asked candidates to choose one job with which they were familiar and to assess the role of teamwork in delivering excellent customer service. Some candidates just wrote about the theory of teamwork but needed to relate this to the operational procedures associated with their chosen job role. General accounts about waiting staff or receptionist job roles did not allow candidates to address the key thrust of the question. What are the service tasks and what role does team working play in helping the individual deliver an excellent standard of customer service?

Many answers chose to consider the role of waiting staff and some candidates were able to address valid ideas about working with colleagues in the kitchen and the bar. Others needed to give more attention to role played by immediate waiting staff team members. For example, if silver service is taking place, one server will distribute the main dish and a second server will follow with vegetables. Similarly, larger tables will require the services of two or more staff to serve all guests at approximately the same time.

Question 2

- (a) Most candidates were able to identify correctly the presence of a local reef with a sunken ship and a Kids Club with Camp and E-Zone from the Fig. 2 stimulus material, thus obtaining full marks.
- (b) Candidates made very good use of the Fig. 2 stimulus material and there were many very good accounts of the benefits of "Island Club" membership for guests staying at the Centara Resort. Nearly all answers made valid reference to lounge access, complimentary meals, private pool and sun bed concierge service and attempted to point out how these were to the advantage of individual guests.
- (c) Some candidates neglected the "commercial organisation" and "investing \$49 million" aspects other than in terms of profit generation. Attention was frequently given to the potential of the Maldives rather than attempting to explain why commercial organisations invest substantial amounts of money developing their businesses. Better answers pointed out there is a need to make a return on investment to meet shareholder expectations, the need to maintain market share, the need to meet financial targets and to grow the business to maximise revenues.
- (d) There were some good responses to this question and many individuals were able to itemise a series of reasons why 5* resorts have established a spa and health club as part of their leisure facilities. Answers tended to concentrate on demand, differentiation from competitors and attracting the health niche market. There was variation in the amount of explanation offered for the trend and answers tended to lack the reasoned conclusion that is required for a good mark within Level 3. Overall, the topic was clearly understood and many perceptive comments were made about this aspect of guest service provision.

Question 3

- (a) Most candidates were able to interpret Fig. 3 correctly and readily identified four from recreation activities: fishing for sea trout, battlefield tours, hiking, wreck diving and photography.
- (b) Some candidates needed to provide reasons for the seasonal pattern of tourism in this question. The majority of answers were descriptive with the idea of most visitors being on cruises to Antarctica being ignored. Candidates needed to point out that outside of the stated cruise period the climate is too harsh as low temperatures, rough seas and icebergs will all be likely hazards. Also, the wildlife will be seasonal and visits will not take place when there is little to see.
- (c) This question was quite well answered and many candidates were able to provide some degree of explanation of the pieces of valid evidence that were identified from Fig. 3. It is pleasing to note that the Butler model of destination evolution is well understood and that many candidates can apply it in a given context. Candidates needed to point out the significance of the evidence that was being quoted to gain more credit. For example, passenger numbers had grown by an average of 15% per annum for eight consecutive seasons was evidence of the destination clearly having the potential for further growth – something that is a characteristic of destinations in the development stage.
- (d) Most candidates made a valiant attempt at this, although some found the topic quite difficult, needing to be more specific rather than inappropriate copying out of Fig. 3 stimulus material. Candidates had difficulty assessing the reasons for the growth of cruising and there was rarely any evidence to warrant a score in Level 3. Better answers clearly identified reasons that help to explain the current growth in popularity of cruise holidays and candidates were required to develop their ideas, talking about a particular cruise holiday/company/vessel with which they were familiar. The stimulus material could have been validly used for this purpose.

Candidates could and should have made reference to any of the following factors:

- the more active lifestyle of older travellers
- the development of new emerging markets, e.g. S.E. Asia;
- the growing disposable income of the key market segments;
- the all-inclusive nature of cruises, offering excellent value for money;
- the facilities on board catering for a range of interests;
- the visiting of different destinations and new ports of call;
- the fact that new itineraries are being introduced;
- the introduction of a new range of large luxury vessels.

Question 4

- (a) Candidates had little difficulty in correctly interpreting Fig. 4 and many obtained full marks. The correct responses were North American natural landscape (**D**), children-friendly destination (**B**), cultural sightseeing trip (**A**) and winter sun holiday (**C**).
- (b) Some candidates needed to be more specific in their answers. To help clarify matters, it might be worth pointing out what happens in major destinations, such as Dubai.
- National Tourist Boards, such as the DTCM in Dubai, use a variety of marketing and promotion methods. They have extensive websites which make destination information available to the world, thus maximising market potential. Overseas offices make material available to key target markets and so they will often run publicity campaigns to promote events and attend travel fairs to showcase the destination's tourist facilities. However, the fact that most boards such as the DTCM host familiarisation visits suggests that these are a very significant part of any marketing and promotion strategy. Such visits will mean that overseas agents will have firsthand experience of the destination and it is they who will advise potential visitors about the destination and influence their choice.
- (c) Candidates needed to explain particular services made available by local TICs although there was sometimes confusion with the ancillary services usually supplied by retail travel agents. The better answers made clear explanatory reference to services such as:

- distributing local visitor attraction information and offering advice on where to go and what to do there;
- having multi-lingual staff so that it is easy for international visitors to communicate and understand;
- providing details of accommodation availability and making bookings on behalf of the visitor;
- selling tickets for local tours and events, which makes it convenient for visitors as they are guaranteed a place.

(d) Weaker answers to this question relied on simply stating a list of generic positive and negative environmental impacts as itemised within the content of the syllabus document. It is worthwhile to review the actual wording of this particular question.

*With reference to **one** destination with which you are familiar, discuss the environmental impacts that have resulted from the development of tourism.*

Candidates are expected to have made a study of a selected destination and many Centres will have also undertaken a variety of case studies to exemplify key aspects of the syllabus content. For this question, candidates were free to select any destination and their choice should have been guided by the amount of knowledge that they had about key environmental impacts. The syllabus offers the following guidance:

Positive effects e.g.

- improved assets
- landscaping
- conservation
- regeneration
- building regulations

Negative effects e.g.

- traffic congestion
- erosion of natural resources
- pollution of air and water
- litter
- increase in noise levels
- panoramic view damage
- destruction of natural wildlife systems and breeding patterns

Candidates are expected to exemplify the above from their knowledge of particular destinations. However, not all of the above will necessarily apply to any given destination. Candidates needed to state the name of the destination and explain clearly what had happened rather than just mentioning a variety of impacts. A common impact quoted was visual pollution and/or panoramic view damage. Candidates should have explained what was built and what view was damaged. The statement 'hotels along the coast spoil views of the sea' is not enough as guests at the hotel, particularly if it is a high rise building, will get very good views of the sea. Precise details should be included when answering, otherwise answers are unlikely to progress into Level 2.

TRAVEL AND TOURISM

Paper 9395/02

Planning and Managing a Tourism Event

Many Centres submitted portfolios for the November session on time and this very much helped with the smooth running of the moderation process. Where a small number of Centres were scaled downwards this was generally applied because a Centre had marked too leniently across the bands and in some instances key evidence was missing.

It was pleasing to see candidate work submitted by Centres that had clearly followed the guidance notes. Many of these portfolios were generally well structured and presented in a clear and logical format. It was also good to see the range of events organised and the enthusiasm demonstrated by candidates.

A01 – Some candidates presented clear and logical plans with realistic itineraries and timescales. Others needed to provide complete plans and improve their organisational skills.

A02 – Candidates made a good attempt to show how they contributed to the event both in terms of planning and execution. It should be noted that the Moderator does not have the facility to watch DVDs, so Assessors should include witness statements for verification of tasks completed.

A03 – Some candidates did not complete least two feasibility studies. Others needed to improve the evidence of risk assessments and contingency plans that they put forward, while other candidates needed to use a SWOT analysis to aid their reasoning. It should be noted that feasibility studies should be looked at and considered, but candidates do not need to run these feasibility studies. The final chosen event is the only one they should run.

A04 – Generally candidates evaluated their event well. Candidates who simply produced a running commentary of what they had done, rather than evaluating and drawing conclusions from the results of the customer feedback and offering suitable options/recommendations for improvements could have improved in these areas. It should be noted that all candidates should include at least one detailed witness statement from an independent observer or participant. This will provide evidence of customer service skills during event planning and implementation and will also help the candidate to evaluate their performance further.

Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands. This will aid both marking and moderating. It is also important that Centres include clear documentation from their packs – MS1s should be completed both by the underlining of the correct marks and writing the corresponding number.

There were some very pleasing projects this November and for Centres who wish to improve further, there is a training manual prepared by CIE to assist with any queries that may arise. Centre training is also available.

TRAVEL AND TOURISM

Paper 9395/03

International Business and Leisure Travel Services

General comments

Performance in this examination paper was spread across the entire ability range, with some candidates demonstrating the higher order skills of analysis and evaluation throughout their responses to the extended answer questions. The majority of candidates demonstrated good knowledge and understanding of assessment objectives for this part of the syllabus and were able to use applied knowledge of the business and leisure markets in travel and tourism.

The question paper followed the same pattern used in all previous examinations for this module, i.e. 4 questions each worth 25 marks. Each question was divided into a subset of questions all relating to industry-specific stimulus material provided as an introduction to each main question. In **Question 1**, the stimulus was information about the Travel Agents' Association of New Zealand (TAANZ), whilst **Question 2** used information about the Travel Service Centre in Taipei, Taiwan. **Question 3** provided an example of an advertisement for a family skiing holiday in Whistler Blackcomb, Canada as its starting point, and **Question 4** provided information about new technology used by international airports for the benefit of customers.

Candidates need to be familiar with all aspects of the syllabus for this module and should have studied a range of business and leisure travel providers, including an international airport and an international sea port, as well as other travel providers, including travel agents and tour operators at a local, national and international level, in order to be familiar with the types of stimulus material contained within these examinations.

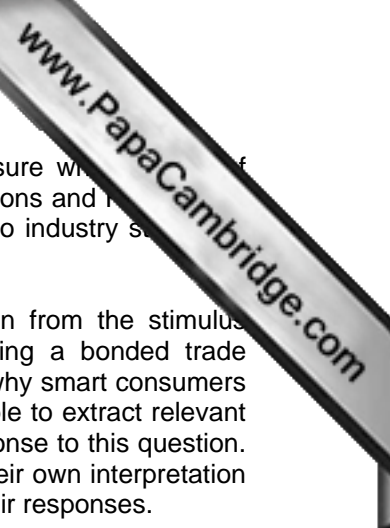
Better-performing candidates were able to apply their knowledge and understanding of the syllabus content to the contexts of the unseen stimulus materials within this question paper. The majority of candidates who sat this examination appeared to have sufficient time in which to answer all the questions.

Comments on specific questions

Question 1

The stimulus for this question focused on the role of national Travel Agents' Associations, such as TAANZ, and the benefits such organisations offer to their customers. Candidates need to understand that trade organisations play an important role in the travel industry, especially in offering consumer protection.

- (a) (i) Candidates need to be able to scan through the source material provided, in order to identify named examples of organisations or the type of organisation that a trade association may represent.
 - (ii) There appeared to be some confusion about the meaning of the term 'self-regulating'. Candidates should study the role of regulation as part of the syllabus content for **section 3.3** Organisations and Regulations influencing International Travel.
 - (iii) Better-performing candidates were able to apply their knowledge of the different characteristics of tourism organisations based on how they are regulated. Many weaker candidates did not respond to this question.
- (b) Candidates should be encouraged to use information from the stimulus material in order to identify key details such as the conditions of membership in this instance. Better-performing candidates are expected to be able to go on to explain these conditions in their own words to gain the additional two marks offered in this type of question.



- (c) This question caused some difficulty, as a number of candidates were unsure what the question was asking and what the correct practice is. This also forms part of the syllabus under **section 3.3** Organisations and Influencing International Travel. Those candidates who recognised the link to industry services were credited, even if there was limited explanation of what this really means.
- (d) This level of response question required candidates to use the information from the stimulus material and to draw conclusions about the benefits to customers of using a bonded trade association. The stimulus material included a table entitled 'The 10 reasons why smart consumers use a TAANZ bonded travel agent' and better-performing candidates were able to extract relevant and appropriate information from this table in order to offer an analytical response to this question. Weaker candidates often copied information from the table without offering their own interpretation of its significance, or did not make any reference to the stimulus material in their responses.

Question 2

The series of questions within this subset were based on information about the Travel Service Centre in Taipei, Taiwan and the associated products and services of Visitor Information Centres in Taiwan.

- (a) (i) Candidates were expected to use the stimulus information to identify two relevant services offered by Visitor Information Centres such as those in Taiwan. The majority of candidates were able to score maximum marks for this task.
- (ii) This question required candidates to apply their knowledge and understanding of different types of customers and their specific travel needs to the context of the Taipei Travel Service Centre.
- (b) Candidates need to study different factors that influence international travel in **section 3.4** of the syllabus for this module. This question reflects the need for candidates to understand how new technology may influence the provision of visitor information services. Candidates should be encouraged here to use the information provided in the stimulus material in order to access specific industry examples of new technology used in visitor information services.
- (c) This question enabled candidates to demonstrate and apply their knowledge of Visitor Information or Travel Service Centre products and services. Under **section 3.2** of the syllabus, candidates should recognise a range of ancillary products and services and understand the motives of travel service providers in offering such ancillary products and services.
- (d) Candidates needed to consider the particular needs of the business tourism market in order to respond to this question. The majority of candidates answered this from a generic viewpoint and relied heavily in their answers upon the existing products and services of the Travel Service Centre in Taipei that were identified in the source material. This limited access to the full range of marks for this question.

Question 3

This question was based on an advertisement for a skiing holiday in Whistler Blackcomb, Canada.

- (a) (i) Candidates should know the definition of the different components that make up a package holiday and need to be able to identify these key components from an advertised holiday package such as the one in this question.
- (ii) Better-performing candidates were able to identify travel and meals as the missing components of the holiday. Weaker candidates often incorrectly made reference to products and services listed as being included in the package, such as DVD rental or local calls.
- (b) This question required candidates to explain likely reasons for the appeal of this ski resort for family holidays. Better-performing candidates made reference to targeted products and services, such as babysitting services, or the activities with an all-round appeal included in the holiday package.

- (c) Some candidates did not appear to understand the concept of customised packages. This question represents part of the assessment objectives for **section 3.2** of the syllabus. Weaker candidates often answered this question as if it referred only to why tour operators offer holiday packages. This limited their access to marks for the question. Others answered the question from the perspective of customers, even though the question asks for the benefits to the tour operator of offering customised packages.
- (d) This level of response question tested candidates' understanding of how accommodation providers can target their product/service mix to different types of customers. Many candidates wrote inaccurately about the provision of adventurous activities, which were included in the advertised package but which were offered through the tour operator, not through the accommodation provider. Candidates need to be able to differentiate between those principals involved in supplying the various component parts of a package holiday and should remember that tour operators 'buy in' all of these different components.

Question 4

This question used information about a range of new technologies used by international airports for the benefit of their customers.

- (a) (i) The majority of candidates used the source material to identify the types of available technologies that support different functions associated with passenger services at an international airport. Better-performing candidates differentiated these services through the use of specific named examples from the text.
- (ii) This question required candidates to consider the reason why airports may offer a range of these new technologies. The majority of candidates were able to identify a valid reason and better-performing candidates were able to offer further explanation as to why these technologies are important.
- (b) Candidates found it difficult to explain the differences between chartered and scheduled flights. It is important that candidates understand that chartered flights are often those 'chartered' to a tour operator wishing to block-book a flight to a specific package holiday destination, whereas scheduled flights offer a regular timetabled service for travellers not on a package holiday.
- (c) Weak candidates did not always answer the question correctly, often making reference to security checks on luggage rather than providing information about baggage allowances, as required under **section 3.1** of the syllabus. Better-performing candidates used excellent industry knowledge to explain the restrictions on baggage linked to the type of ticket purchased, by weight or by number of pieces of luggage allowed per customer.
- (d) This last question tested candidates' understanding of special needs travellers within the context of international airports. Weaker candidates provided a generic answer, reflecting the whole range of products/services offered at an airport without consideration of the special needs traveller, or used answers relating to airline provision rather than airport provision. Better-performing candidates were able to use specific examples of products/services that catered for different types of special needs travellers – i.e. not just a generic 'disabled' passenger, but targeted to those with poor vision, poor hearing as well as those with mobility issues.

TRAVEL AND TOURISM

Paper 9395/04
Specialised Tourism

General comments

This paper contained two case studies: an article about Small Hope Bay Lodge, an all-inclusive eco-tourism hotel on Andros Island, Bahamas and an extract from a Turkish adventure holiday provided by Travel Mood Adventures. Candidates were provided with an answer booklet for all of their responses. It should be noted that candidates should be encouraged to complete their answers solely within this booklet and not to use extra sheets.

One again, there appeared to be no problems of timing for candidates, as all answers were completed in the 1.5 hr duration. Generally, the standard of entry was very pleasing and it was clear that many Centres had studied relevant case studies of eco, culture and adventure tourism.

In some instances, candidates appeared to struggle with **Question 1c** when asked for information on the compatibility of eco-tourism with all-inclusive tourism. Small Hope Bay is an excellent example of both. However, it is not the only type of all-inclusive resort and some of the more able candidates were able to distinguish this fact.

It should be noted that it is not necessary for candidates to repeat the question at the start of their answer, as this will severely limit the time for producing for the written response. Candidates should avoid repetition within answers, particularly those relating to the impacts of tourism. Weaker candidates were unable to access the higher marks for extended answers if they were unable to 'assess', 'discuss' or 'evaluate' where asked. It would help candidates if Centres explained the difference between such command words. Centres should guide candidates on exam techniques. For example, if a question asks for identification from the figure or article given, then the answer must come from this and this alone. For the higher order questions, candidates should make clear and concise judgements or conclusions. It should be noted that candidates are not credited with marks for weak or over-simplistic conclusions. All judgemental statements should be supported by comments made throughout the body of the response. On occasion, there were many excellent examples of candidates applying this strategy.

In general, the standard this session was very pleasing.

Comments on specific questions

Section A

Question 1

- (a) Generally this was well answered. Most candidates were able to explain three ways in which a successful eco-tourism experience was likely to bring economic benefits to the local people of Andros Island. Most popular responses included increasing the opportunity for employment, wealth generation, improvement of standards of living, etc.
- (b) This was very well answered. Many candidates were able to gain good marks explaining negative environmental impacts on the coastal environment. The more able candidates were able to assess these impacts using good examples, such as loss of areas for breeding and feeding of fish, loss of biodiversity, plants and species, etc. and then to draw an assessment of the level of impact.
- (c) Candidates were generally able to discuss the principles of eco-tourism and how it may be compatible with an all-inclusive resort such as Small Hope Bay. Others needed to relate their answers to the possible conflict of running this type of tourism philosophy under the banner of all-inclusive rather than just writing about eco-tourism. Obviously, Small Hope is a unique project and

offers a combination of the two and many candidates were able to identify this. However, an all-inclusive resort is run under the eco-tourism banner and this would also have been an argument.

Question 2

- (a) This question requested candidates to state three negative economic impacts of seasonal employment. Most popular answers included loss of earnings during the off-peak months and loss of wealth to the community.
- (b) **This question was generally** very well answered. Candidates were asked to explain two ways in which negative environmental impacts can be minimised at destinations similar to Kas in Turkey. Popular responses included zoning, limiting numbers and education. Extra marks were given for explaining each of these points.
- (c) Most candidates were able to explain how adventure activities may cause negative impacts for other visitor groups. Unfortunately, some candidates did not read the question clearly and their answers related to the host population rather than other visitor groups. Stronger candidates were able to evaluate their responses using good examples of other visitor groups, such as eco-tourists, leisure tourists, family groups and older age-groups looking for relaxation and peaceful holidays.
- (d) The final question on the paper asked candidates to evaluate the social and cultural benefits to the local community of working with responsible tour operators. There were many good responses to this question. The most popular included job creation and multiplier effect – linked to good services and infrastructure for the local community, including roads, rail, hospitals, banks, etc.