

MARK SCHEME for the October/November 2012 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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1 (a) Identify **four** ways in which waiting staff are expected interact with external customers.

Award one mark for each of four valid identifications as indicated on Fig. 2 from:

- greeting guests
- showing them to their table
- advise guests on the food and drinks available
- taking orders
- serve the food and drinks without unnecessarily disturbing the guests,
- keep the table clear of unwanted items
- replenish drink and wine glasses
- collecting payment.

(b) Briefly explain why waiting staff are given **each** of the following instructions: [6]

In each instance, award one mark for the identification of a valid reason and then award a second mark for an appropriate explanatory development in context.

- uniforms should be clean and freshly pressed: image (1) representing organisation (1) business-like appearance (1) customer expectation etc. (1)
- fingernails should be clean, short and well-cared-for: H&S (1) food environment (1) image (1) customer expectation (1)
- do not use too much perfume: unpleasant (1) allergic reaction (1) food environment (1) impair customer enjoyment (1).

Credit all valid reasoning following the 1+1 format.

(c) Waiting staff frequently have to prepare the restaurant for private functions, such as the one shown in Fig. 1. Describe how this is likely to involve contact with **each** of the following internal customers: [6]

This involves some thoughtful reflection and interpretation of Fig. 1 based on the image of a fully laid table with place settings. Award one mark for each of three valid identifications based on Fig. 1 and then award a second mark for an appropriate development comment in each context. Correct ideas will include the following.

- hotel laundry staff: linen (1) fresh table cloth and napkins (1) collect before service (1) send used ones after (1)
- kitchen staff: food orders (1) collect for service (1) get menu information (1) special needs/requests etc. (1)
- reception/reservations staff: number of guests (1) places required (1) cancellations/additions (1) special requests etc. (1).

Credit all valid linkages to given internal colleagues.

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(d) With reference to one travel and tourism job role with which you are familiar, describe the ways in which the employee's performance can be monitored.

The candidate's answer should focus on one identifiable job role within any travel and tourism organisation without restriction. What is important is the quality of the assessment and the methods of monitoring should be valid for the specified role. Most job performances can be monitored in the following ways:

- observation
- performance at training
- complaints
- positive comment/feedback
- team efficiency
- results or targets achieved.

Level 1 (1–3 marks)

The candidate identifies/describes up to three valid ways, such as those indicated above.

Level 2 (4–6 marks)

[4 marks] – The candidate makes valid analytical comment(s) about one way.

[5–6 marks] – The candidate makes valid analytical comment(s) about two or more ways.

Level 3 (7–9 marks)

[7 marks] – The candidate makes valid evaluative comment(s) in relation to one or more ways.

[8–9 marks] – The candidate makes valid evaluative comment(s) in relation to two or more ways and comes to a conclusion as to which one(s) are most significant.

2 (a) Identify the three ways in which Travel Star Holidays' customers can make bookings for travel products. [3]

Award one mark for each of three identifications from Fig. 3 as follows:

- online
- telephone
- visit shop/agency.

(b) Complete the following table by identifying the most likely niche market for each of the listed travel packages. [3]

Award one mark for each correct niche market identification as follows:

- white-water rafting = adventure tourism
- Singapore hospital = medical tourism
- Manchester United v Liverpool = sports tourism

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- (c) Religious tourism is also an example of a niche market. Using one example with which you are familiar, describe the characteristics of religious tourism.

Award one mark for the identification of a valid example of religious tourism and then award up to a further 3 marks for a logical description of the characteristics of such travel – allowing for the development of appropriate ideas. For example:

Mecca and the Hajj (1)

In 2010 1.8 million foreign pilgrims visited Mecca for Hajj, visiting key sites (1). The greater Hajj (al-hajj al-akbar) begins on the eighth day of the lunar month of Dhu al-Hijjah (1). If they are not already wearing it upon their arrival, pilgrims put on ihram clothing and then leave Mecca for the nearby town of Mina (1) where they spend the rest of the day. The Saudi government has put up thousands of large white tents at Mina to provide accommodations for all the pilgrims (1).

- 2 (d) **Some destinations are more popular than others. Discuss the problems that can arise when a destination exceeds its ‘carrying capacity’.** [6]

Tourism Carrying Capacity is defined by the World Tourism Organisation as “the maximum number of people that may visit a tourist destination at the same time, without causing destruction of the physical, economic, socio-cultural environment and an unacceptable decrease in the quality of visitors' satisfaction”. Therefore, the carrying capacity is the point at which a destination or attraction starts experiencing adverse conditions as a result of the number of visitors. Thus, we are looking for problems caused.

Level 1 (1–2 marks) will identify up to two appropriate issues, providing some detail but will be mainly descriptive.

Level 2 (3–4 marks) can be awarded for an analysis of selected points, clearly indicating how negative impacts result in a poorer visitor experience.

Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/ importance of particular issues. The better answers will have a reasoned conclusion.

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- (e) With reference to one destination with which you are familiar, assess the accommodation that is available to meet the needs of different types of tourist.

A very straightforward question that invites candidates to show their knowledge and understanding of a destination with which they are familiar. However, a generic account not contextualised within an identifiable destination will be subject to a 6 max. limit.

We should expect to see different grades of hotel, self-catering, youth hostels, camp sites etc.

Level 1 (1–3 marks)

Candidate identifies some valid types of accommodation within an identifiable destination. Information may be a list of types, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to assess.

Level 2 (4–6 marks)

Candidate identifies a number of valid types of accommodation to be found within an identifiable destination and candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating the nature of the appeal to different types of tourist.

Level 3 (7–9 marks)

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular types of accommodation, clearly indicating their relative importance and relative appeal to various types of international traveller. The candidate effectively assesses a range of provision leading to a valid conclusion.

- 3 (a) Identify New Zealand's four most important key markets for international visitors. [4]

Award one mark for the correct identification of each of the following:

- Australia
- UK
- USA
- China.

- (b) The average international visitor length of stay in New Zealand is 20.5 days. This is much higher than in many other destinations. Explain two reasons why international visitor lengths of stay vary. [6]

This requires some thought in terms of reasoning and we should award one mark for the correct identification of each of two valid reasons and award a second/third mark for explanatory amplification of each, such as in the New Zealand context:

- distance (1) – long way to travel (1) and not suitable for just a short trip (1)
- cost (1) – travel relatively expensive (1) visitors obtain value from long stay (1)
- VFR (1) – many on visits to family so reduces accommodation cost (1) makes it better value to stay longer (1)
- exploring (1) – many visitors want to see both North and South Islands (1) takes time (1).

Credit all valid reasoning and mark to candidate's advantage following 1+1+1 x 2 format.

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(c) Explain three changing socio-economic factors that cause increased domestic tourism, in countries such as New Zealand.

Such factors are prevalent in MEDCs and the major ones are actually itemised on page 11 of the syllabus. Award one mark for the correct identification of each of three valid factors and award a second mark for an appropriate explanatory comment about each. The syllabus suggests:

- increased car ownership (1) – people able to explore more easily and regularly (1)
- increased leisure time (1) – improvements in employment conditions e.g. statutory holiday entitlement (1)
- increased disposable income (1) – due to increased standard of living (1)
- economic development (1) – improved national infrastructure etc. (1).

Credit ideas to do with cost of living, exchange rates etc. as such fluctuations encourage 'staycations'.

(d) With reference only to Fig. 4, assess the economic impacts of tourism in New Zealand. [9]

The key aspects to consider include:

- expenditure (international/domestic) per type of visit
- Tourism Export Earnings (16.4%)
- 9.1% GDP
- employment (94,600 direct and 90,200 indirect)

Level 1 (1–3 marks)

Candidate identifies some valid types of economic impact itemised within Fig 4. Information may be a list of figures, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to assess.

Level 2 (4–6 marks)

Candidate identifies a number of valid types of economic impact from Fig. 4 and candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating the nature/significance of these to New Zealand.

Level 3 (7–9 marks)

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular types of economic impact, clearly indicating their relative importance. The candidate effectively assesses a range of impacts leading to a valid conclusion.

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4 (a) For each photograph, suggest the most likely Butler stage of destination that has been reached and give a brief explanation for your choice.

Award one mark for the correct identification of an appropriate stage and then award a second/third mark for a valid explanation and development. These are the only correct stages, but some credit can be awarded for valid explanation of an inappropriate choice, if identifying the following ideas:

Photo A

Development (1) – upgrading of infrastructure (1) to match visitor numbers (1)

Photo B

Exploration (1) – no evidence of tourism (1) remote, pristine area (1).

(b) The destinations in which Photographs A and B were taken are both national parks. Explain two objectives of national parks. [4]

Award one mark for the correct identification of each of two valid objectives and award a second mark for an appropriate explanatory comment about each. Correct responses will include:

- sustainability (1) – preserve for future generations (1)
- habitat conservation (1) – save endangered fauna and flora (1)
- environmental education (1) – local and visiting populations (1)
- environmental improvement (1) – benefit of local population, wildlife and future visitors to the area (1)

Credit all valid reasoning along lines indicated above.

(c) National parks are examples of non-commercial organisations. They are not in the private sector. Explain three ways in which non-commercial travel and tourism organisations are usually funded and generate revenue. [6]

Award one mark for the correct identification of each of three valid ways and award a second mark for an appropriate explanatory development for each. Correct ideas, appropriate to both the public and voluntary sectors, will include:

- direct from government (1) – grants etc. (1)
- revenues from sales, fees etc. (1) – charge for certain products and services (1)
- sponsorship (1) – partnerships with the private sector (1)
- memberships/donations (1) – planned giving by supporters (1)

Credit all valid reasoning in context.

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(d) With reference to one destination with which you are familiar, assess the threats to the future development of its tourism industry.

This is very topical and invites the candidate to consider and evaluate the main threats not only to international travel but to a particular at-risk destination with which they are familiar. If the answer is not contextualised with regard to a chosen destination then a 6 max. limit will apply.

The WTO give emphasis to the following threats:

- terrorism
- natural disasters
- health scares
- oil price rises
- economic and political uncertainties.

However, candidates can validly consider any combination of the following as well:

- rising costs of accommodation, transport and destination costs
- over-commercialisation
- crime and social problems
- negative media coverage
- negative tourism management
- water, air and noise hazards

Better candidates may well recognise that the above sets of factors operate at different geographical scales, the former being global while the latter are national/regional.

Level 1 (1–3 marks)

Candidates apply only limited knowledge and understanding and answers will be descriptive of types of threats in a particular destination, thus obtaining credit for the identification of three appropriate examples.

Level 2 (4–6 marks)

Candidates apply some of their knowledge and understanding and will clearly attempt an analysis of key threats and indicate the types of impact that might result within a particular destination.

Level 3 (7–9 marks)

Candidates offer a clear evaluation of two or more valid threats, pointing out that their significance varies with scale of operation. There will be some comment about the chosen destination's arrivals both at present and in the future. We should expect valid reasoned conclusion for the higher marks.