

CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the October/November 2013 series

9395 TRAVEL AND TOURISM

9395/13

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.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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- 1 (a) Identify four groups of internal customer that hall porters are likely to have working contact with. [4]

Award one mark for the correct identification of each of four from:

- housekeeping staff
- restaurant staff
- banqueting staff
- conference staff
- kitchen staff (allow room service)

- (b) Identify and explain three ways in which the hall porter will provide a service directly to the hotel's resident guests. [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. Fig. 1 itemises the following:

- carry guests' luggage (1) – easier for guest (1)
- call taxis (1) – convenience (1)
- take charge of left property (1) – so guest can collect later knowing it is safe (1)
- answer queries (1) – guest information (1)
- take messages for guests (1) – if they are out (1)
- serving snacks and early breakfasts (1) – if requested out of hours (1)
- delivering newspapers (1) – if pre-ordered (1)
- wake-up calls to guests (1), either phone or in person as requested (1)
- dealing with departures (1) – early check out before all reception staff arrive (1)

NB Candidate can ONLY explain that which has been identified from Fig. 1.

- (c) Explain three ways in which the hotel's head porter is likely to monitor the performance of staff under their control. [6]

Award one mark for the correct identification of each of three valid ways and award a second mark for an appropriate explanatory development of each such as:

- observation (1) – can actually watch employee perform tasks (1)
- appraisal (1) – set targets in the light of past performance (1)
- review complaints (1) – indicative of poor performance levels (1)
- feedback from colleagues (1) – team performance (1)
- review positive comments (1) – indicative of good performance (1)
- introduce benchmarks (1) – setting levels of performance to be achieved (1)

Credit all valid reasoning in context.

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- (d) With reference to one job role within a travel and tourism organisation with which you are familiar, evaluate the customer service training provided for employees. [9]

This requires candidates to show an understanding of a particular job role within a known T&T organisation and generic answers are to be subject to a 6 max limit. Training will vary between roles and organisations but it is likely that mention can be made about any of the following:

- English/foreign language
- ICT e.g. use of systems
- health and safety e.g. first aid
- courses like 'Welcome Host'
- disability awareness e.g. 'Welcome All'

The key is the evaluation and the candidate pointing out fitness for purpose for the chosen job role.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some valid types of customer service job training within an identifiable T&T organisation. Information may be a list of topics but explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to evaluate.

Level 2: [4–6 marks]

Candidate identifies a number of valid types of customer service training offered to employees within an identifiable T&T organisation. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating why roles/tasks/actions need training to be done in a particular way.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular types of training, clearly indicating their relative importance and significance to job role service delivery. The candidate effectively evaluates a range of training procedures leading to a valid conclusion.

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- 2 (a) Identify **four** types of tourism that will be promoted by the Himachal Pradesh Tourism Development Corporation (HPTDC). [4]

Award one mark for the correct identification of each of four from:

- Adventure tourism
- Health Tourism
- Religious tourism
- Heritage tourism
- Rural tourism and
- Ecotourism

- (b) Explain **three** ways in which the HPTDC is likely to promote Himachal Pradesh to potential overseas visitors. [6]

The methods quoted should be fully appropriate to an overseas target market. Award one mark for the correct identification of each of three valid ways and award a second mark for an appropriate explanatory development of each such as:

- attending trade fairs (1) – e.g. WTM in London has many operators (1)
- media advertising campaigns (1) – focus on key segments (1) **NOTE: DO NOT ALLOW 3 TYPES e.g. newspaper, TV, radio etc.**
- website (1) – language options (1) and 24/7 availability (1) etc.
- having an overseas office or representative (1) – to handle campaigns (1)
- promotional materials in local languages (1) – major European markets (1)
- hosting familiarisation trips for key agents (1) – they stimulate demand (1)

Credit all valid reasoning in context.

- (c) Explain fully **two** ways in which guests are likely to benefit from the fact that the HPTDC operates hotels in key Himachal Pradesh destinations. [6]

This is set in the context of state control and the quality assurance that can result from the imposition of set standards. Award one mark for the identification of each of two valid ways and then award a second/third mark for an explanatory comment and development or illustration of each. Correct ideas will include:

- standard/grading guaranteed (1) – state is the licensing authority (1) and can impose quality standards (1)
- safety/security (1) – booking with reputable organisation (1) less risk to customers (1)
- bookings can be made via HPTDC (1) – convenient for touring guests (1) as can book other locations in advance (1).

Credit all valid reasoning in context.

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- (d) **Discuss the view that the development of tourism in Himachal Pradesh will be able “to generate income and employment for the state’s rural youth”.** [9]

Very simply this is about economic impact and most candidates will probably talk about aspects of the multiplier effect in generating income and employment opportunities in rural areas. Be prepared to credit a negative view, if appropriate reasoning is offered. However, Fig. 2 clearly states that the government has mapped out a three-pronged strategy to fully exploit the destination’s tourism potential by:

- increasing the number of tourist destinations and activities (Q2a),
- strengthening the state’s infrastructure and
- preparing long term plans to cater to tourists of all categories.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies and illustrates some of the ways in which incomes and jobs can be increased by tourism. 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 discuss.

Level 2: [4–6 marks]

Candidate identifies and illustrates a number of valid ways in which incomes and employment opportunities will be developed in the rural areas and candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating the ways in which they spread. The concept of the multiplier is clearly understood and illustrated.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of both types of economic benefit which are spread via the multiplier effect in rural areas. The candidate clearly discusses their relative importance, leading to a valid conclusion.

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- 3 (a) Identify four materials used to make the souvenirs (curios) on sale at Graskop Falls. [4]

Award one mark for the correct identification of each of four materials from:

- wood
- stone
- clay
- cloth
- beads

- (b) Explain three likely positive socio-cultural impacts of the local community project shown in Fig. 3 (Insert). [6]

This is about the fact that handicraft is an integral part of the tourism experience for most international tourists. The tourist's interest in purchasing local souvenirs not only creates financial opportunities for local artisans and the promotion of local culture but it also provides great potential for tourism development in general. However, the connection between tourism and handicrafts has not always been fully recognised or developed in many emerging destinations.

Award one mark for the identification of each of three valid positive socio-cultural impacts and award a second mark for an appropriate explanatory comment about each such as:

- promoting understanding (1) – between the cultures of tourists and those of the local population (1)
- improving 'quality of life' for the local population (1) and develop a 'sense of pride' in own identity (1)
- local craft skills maintained (1) – this adds to the heritage appeal of destination (1)
- craft curios become a cultural asset (1) – this supports local culture in destination (1)
- supports responsible tourism (1) – Tourists increasingly want to buy genuine local craft products and in doing so provide work and help to protect the culture of the host country (1)
- helps support communities in rural areas (1) by raising standard of living (1)

Credit all valid reasoning and **make sure that credit is awarded for socio-cultural points rather than economic ones.**

- (c) Discuss the main reasons for the growth in popularity of visitor attractions such as the Big Swing. [6]

This is simply a review of the demand for adventure tourism activities. There has been a growing interest in pursuing outdoor activities on holiday, due to a variety of factors such as

- an increased concern about health and fitness
- an ageing population that is becoming more active
- outdoor pursuits are now more mainstream and fashionable than they used to be
- various activities are now seen as a way in which to relax and mentally unwind during a holiday
- the real appeal of such activities is that the individual will often face increasing levels of risk or personal threat and it is this risk that helps to produce the 'white knuckle' and/or the 'adrenaline rush' effects that motivate most participants
- many benefits to be had from participation in adventure activities such as personal enjoyment; improved teamwork; increased social skills; improved fitness and health and general personal development.

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Use level of response criteria

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

Level 2 (3–4 marks) can be awarded for an analysis of selected reasons, clearly explaining the appeal of such activities.

Level 3 (5–6 marks) can be awarded for evaluative comment about the appeal of such attractions. The better answers will have a reasoned conclusion.

- (d) **With reference to one destination with which you are familiar, assess the features of the natural landscape that attract visitors.** [9]

The natural **landscape** attractions will vary with the destination chosen. However, points must relate to an identifiable destination otherwise a **6 max** limit will apply. The key aspect is the assessment of the valid features that are identified and these **MUST** be **landscape** features. We can credit references to vegetation and wildlife habitats as well as the use of actual landforms.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies some valid types of landscape feature 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 landscape feature 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 landscape feature, clearly indicating their relative importance and relative appeal to various types of both domestic and international traveller. The candidate effectively assesses a range of features leading to a valid conclusion.

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4 (a) Identify the four largest source markets for international visitors in Fiji in 2010. [4]

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

- Australia
- New Zealand
- USA
- Pacific Islands

(b) The number of visitors to Fiji from some countries has decreased since 2005. Suggest and fully explain two likely reasons for these trends. [6]

Award one mark for the identification of each of two valid reasons and then award a second/third mark for an appropriate explanatory development of each point. Correct ideas, based on UK/Europe, will include:

- economic (1) – decline in £ value (1) cost of travel (1) etc.
- competition (1) – UK attracted to other areas (1) whereas Europeans discovering it (1)
- accessibility (1) – greater/fewer number of carriers (1) cruise port itineraries (1)

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

(c) Many resorts in Fiji are owned and managed by foreign private sector companies. Explain three negative socio-economic impacts that may result from this. [6]

This should be a familiar topic to candidates and we can accept social and economic impacts without restriction. Award one mark for the identification of each of three valid negative socio-economic impacts and award a second mark for an appropriate explanatory comment about each such as:

- leakage (1) – profits overseas (1)
- limited employment (1) – imported staff (1)
- spending only in resorts (1) – limits the spread of multiplier (1)
- segregation (1) – resorts limit local access (1)
- decline in trade surplus (1) – imports (1)

Credit all valid reasoning in context.

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- (d) **With reference to examples with which you are familiar, discuss the relationship between sustainable tourism and a destination’s carrying capacity.** [9]

Candidates may approach this in a variety of ways but it is expected that there will be some clear statement about each of:

- sustainable tourism
- carrying capacity

It is important those responsible for destination management make every attempt to manage visitor impacts in a **sustainable** way. It will make sense to try and maximise the positive effects of tourism within particular locations but it will be equally important to try and minimise the negative effects that can result from increasing tourist numbers. Tourism activities can take place in a range of locations throughout the world and each destination will have a different **carrying capacity** in terms of the number of visitors that can be managed without causing significant negative impacts.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies some valid aspects of sustainable tourism and/or carrying capacity. Information may be a list of aspects, explanations are incomplete and arguments partial (if present) and lack coherent organisation or reasoned conclusions. There is little or no attempt to discuss.

Level 2: [4–6 marks]

Candidate identifies a number of valid aspects of sustainable tourism and/or carrying capacity and candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating the nature of the relationship between them. Reference to the Butler model stages is valid.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed illustrations and explanation of aspects of sustainable tourism and carrying capacity, clearly indicating their importance to particular destinations. The candidate effectively discusses the relationship leading to a valid conclusion.