

# TRAVEL AND TOURISM

Paper 9395/11  
Core Paper

## Key Messages

- Ensure candidates understand the command words and pay careful attention to the wording of the questions – it is vital the answers provided are given in the context the question demands.
- Candidates should make sure their answers give clear and specific factual information relating to the named examples with which they are familiar that is relevant to the question asked.
- It is important candidates are precise when explaining the significance particular factors, avoiding unsubstantiated generalisation.

## General Comments

It was pleasing to see many of the candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and were generally well interpreted.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	
1(c)	There was confusion about the nature of the socio-economic factors that have influenced the number of MEDC tourists.
2(c)	Negative socio-cultural impacts were confused with negative environmental ones.
3(b)	A significant number of candidates neglected to comment about the issues from the manager's perspective.
3(d)	Details of the chosen employee's training were rarely matched with improved customer satisfaction.

The more open response questions can be answered by thinking in terms of the following 'ladder'. Previous session mark schemes would give an idea of how these are applied in practice.

**Level 1 (1 to 3 marks)** – has the candidate **identified** up to 3 **valid** types/features/factors? – If yes, then the answer must score at least 3 out of 9

**Level 2 (4 to 6 marks)** – has the candidate offered **explanatory** or **analytical** comment about one or two **valid** types/features/factors? – If yes, then the answer must score 4, 5 or possibly 6 out of 9

**Level 3 (7 to 9 marks)** – has the candidate offered **evaluative** comment about the **valid** items that have been identified and explained/analysed? i.e. one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a **reasoned conclusion** i.e. C is much more important/significant than A and B because ..... This would clearly be an 8 or 9 mark response.

## Comments on Specific Questions

### Question 1

- (a) The Fig. 1 stimulus material was used very well and most candidates were able to correctly identify four ways in which US hotel chains appeal to the Chinese market. Most responses mentioned Chinese dishes on menus, Chinese TV channels, Chinese teas and staff able to speak Mandarin.
- (b) There were many good responses but some candidates found it difficult to offer three valid comments which were fully explained. The more thoughtful candidates clearly commented on issues such as looking for excursions and other activities that suited their personal interests, taste and budget; the convenience of not following a group schedule and itinerary and the freedom to explore within and between sites at their own pace.
- (c) Candidates varied in terms of their ability to identify valid socio-economic factors and then offer appropriate explanatory comment. The best responses listed the major socio-economic factors (increased car ownership, increased leisure time, increased disposable income, and economic developments) and gave an explanatory comment for each.
- (d) There were some very thoughtful responses and most candidates were aware of the internet's value as a distribution channel. There were frequent references to various types of social media and the ways in which organisations make information available to potential customers. The best responses highlighted how the tour operators were likely to benefit from these innovations (such as reducing the need for intermediaries, no commission payments being made, fewer sales staff needed, no need for business premises, the move to e-brochures – reducing the printing costs but also able to update these in real time). Overall, this topic was well understood and many answers scored in Level 2. Appropriate evaluative comment must be made to access Level 3 marks.

### Question 2

- (a) Candidates appreciated the content of Fig. 2 and many individuals were able to score well. The ways in which Cape Town's baboons are a hazard to visitors were well identified (damage, theft and personal attack). A full description of each chosen hazard needed to be given for the award of a second mark.
- (b) The better answers clearly explained aspects such as the selection of routes, keeping to pre-existing paths and monitoring visitor behaviour and how these helped to minimise a specific negative impact. Some of the best responses even mentioned an educational role in terms of raising environmental awareness.
- (c) In order to answer the question properly candidates were expected to state a measure of prevention and then comment on its use/effect in socio-cultural terms of stopping negative impacts. The few best responses were able to itemise three different ways, referencing aspects such as:
- tourist education – being told how to respect host destination cultural norms
  - signage – clear instructions about unacceptable behaviour in public (e.g. nudity, dress etc.)
  - laws – banning drinking in Muslim countries
  - restrictions – confining certain aspects of behaviour to beach areas/resorts
- Weaker responses tended to be vague and lacked explanatory comment.
- (d) There were several good attempts to produce responses based on Florida, Disney and mountain destinations such as Aspen. The climate issue was well understood as was the concept of high and low season and there were many valid references to seasonal pricing strategies and the seasonal use of different environmental tourism assets. The best responses showed consideration of a variety of methods to overcome seasonality, such as destination specific events, business tourism and specialised niche markets.

### Question 3

- (a) The best responses correctly stated aspects such as posture, uniform's neatness/tidiness, name badge, hair/nails/make up and cleanliness.
- (b) The focus of this question was on the benefits to be gained by the organisation when the manager performed each of the three stated actions. Candidates must be encouraged to read all the questions carefully. Many candidates answered this question from the customer's perspective, rather than the manager's, as was asked. The best responses gave explanations as to how each action might result in an improved standard of customer service.
- (c) This question proved to be difficult for candidates to answer, with many not being clear about what a focus group is used for; as such many answers did not progress above Level 1.
- (d) In order to score the highest marks on this question, candidates must have fully investigated 3 job roles within an organisation, including how customer service procedures are appropriate for a particular operation. With this knowledge (as stated in the syllabus) candidates should have been able to describe and explain the ways in which employee training impacted on customer satisfaction. The best responses clearly made the link between the training they identified and how it impacted on customer satisfaction. For example, front line staff in a hotel being trained to use the software so that customer bookings etc. can be taken quickly with no delay to the customer.

### Question 4

- (a) The four photographs (A, B, C and D) were generally interpreted correctly and the majority of candidates were able to obtain full marks. The correct responses were:
- Cultural = C
  - Adventure = B
  - Ecotourist = A
  - All-inclusive = D
- (b) There were many excellent responses to this question and the vast majority of candidates scored well. Religious tourism was well known with Mecca, Rome and even New York being linked with devotional travel by particular faith groups. Rural tourism was less well known but visits to wilderness areas were frequently mentioned and the concept of the 'dude ranch' was particularly appropriate in this context. Volunteer tourism was also clearly appreciated and the examples of relief work in Haiti or New Orleans were widely quoted.
- (c) It was pleasing to see many valid responses to this question and most candidates were aware of the link between mass tourism and destination stagnation. Furthermore, it was also pleasing to see many references to the operation of the Butler model stages and also to the significance of a destination's carrying capacity. Only the best responses included that as mass tourism increases there is a growing awareness of negative environmental, social, cultural and economic tourism impacts. Sales go down as the country goes out of fashion and there is evidence that the original cultural and natural attractiveness of the destination has been lost. Thus, stagnation corresponds with peak tourism numbers.
- (d) Many individuals made a positive attempt to answer the question showing an awareness of the ways in which the sector is funded. Similarly, if a non-commercial example had been studied, appropriate references might have been made to aspects such as donations, sponsorship, shop sales (souvenirs etc.), membership fees, entrance fees, café sales and hire charges for renting facilities. Credit was given for any voluntary context though there tended to be limited explanatory and evaluative comment which limited progression through the levels. Candidates referring to a specific voluntary travel and tourism organisation scored most marks.

# TRAVEL AND TOURISM

Paper 9395/12  
Core Paper

## Key Messages

- Ensure candidates understand the command words and pay careful attention to the wording of the questions – it is vital the answers provided are given in the context the question demands.
- Candidates should make sure their answers give clear and specific factual information relating to the named examples with which they are familiar that is relevant to the question asked.
- It is important candidates are precise when explaining the significance particular factors, avoiding unsubstantiated generalisation.

## General Comments

The stimulus materials were accessible and often well interpreted. Candidates should ensure that examples of tourist destinations or attractions with which they are familiar are relevant to the question being asked, fewer marks are scored by those relying on the same few examples that are not always appropriate to the context.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	
1(c)	There was a lack of emphasis given to the ways in which the <b>employee</b> would benefit from each of the three situations.
2(c)	The chosen positive economic impacts were not always linked to the creation of the additional attraction.
3(a)	There was little reference to particular landscape features identified from Fig. 3 and the way in which each had been developed for tourism.
3(d)	A significant number of candidates neglected to identify particular <b>social</b> conflicts likely to arise in a destination experiencing a rise in tourist numbers.

The more open response questions can be answered by thinking in terms of the following 'ladder'. Previous session mark schemes would give an idea of how these are applied in practice.

**Level 1 (1 to 3 marks)** – has the candidate **identified** up to 3 **valid** types/features/factors? – If yes, then the answer must score at least 3 out of 9

**Level 2 (4 to 6 marks)** – has the candidate offered **explanatory** or **analytical** comment about one or two **valid** types/features/factors? – If yes, then the answer must score 4, 5 or possibly 6 out of 9

**Level 3 (7 to 9 marks)** – has the candidate offered **evaluative** comment about the **valid** items that have been identified and explained/analysed? i.e. one being more or less important than the other – if so, then 7 marks would be awarded. The best answers will have a **reasoned conclusion** i.e. C is much more important/significant than A and B because ..... This would clearly be an 8 or 9 mark response.

## **Comments on Specific Questions**

### **Question 1**

- (a) The Fig. 1 photograph gave candidates plenty of ideas and there were many full mark answers. Popular choices of services included opening doors, carrying luggage, hailing a taxi, answering questions and giving directions.
- (b) There were many thoughtful responses; better responses considered the importance of using the guest's name, making eye contact and offering to help etc. When this was done a mark in Level 2 was readily awarded. Level 3 marks were usually limited to those responses including evaluative comment and a valid conclusion.
- (c) Candidates varied in terms of their ability to identify valid ways in which the employee would benefit from each activity. The better responses had a clear feel for the workplace and readily offered a series of appropriate benefits. Feedback from a manager was associated with improved job performance, learning more efficient techniques and having the opportunity to ask for help and advice. The annual review was linked with promotion or rewards, being recognised and having the opportunity to raise concerns. Using the suggestion box was generally seen as opportunity to raise issues in a non-threatening way allowing the employee to contribute to issues not addressed elsewhere. There were some very impressive answers. Responses that made suggestions more from the manager's perspective did not score highly, some responses that associated the suggestion box with customer comments has misread the question and also did not score marks.
- (d) There were some very thoughtful and high scoring responses and it was particularly pleasing to see some candidates making reference to either Maslow's hierarchy of needs or McGregor's X and Y motivational theory. The better responses considered the variety of rewards offered by their chosen organisation and clearly pointed out how each was likely to motivate staff and gave consideration to both financial and non-financial rewards. Better answers had a clear context and some candidates were very familiar with their chosen organisation such as the Victoria Falls hotel. Responses that tended to be rather generalised and gave comments which could have applied to any organisation did not achieve many of the available marks.

### **Question 2**

- (a) Candidates readily interpreted the Fig. 2 stimulus material and many were able to score full marks by correctly identifying four from India, Mexico, Singapore, Turkey, South Africa and Vietnam.
- (b) There were many good responses and candidates seemed to enjoy answering this question, the topic was well known and that many candidates scored full marks. There were some excellent references to the December 2004 Asian tsunami, hurricane Katrina and the Japan earthquake. As expected, 9/11 in New York was the popular choice for an act of terrorism. It was also pleasing to see reference to current events and several responses were about the recent abduction of children in Nigeria.
- (c) The best responses offered good reasoning and explanations as to how the positive economic impact would be likely to result from the creation of a new attraction. Giving examples such as: in terms of more jobs, the new attraction would create direct and indirect employment opportunities; there would be a local multiplier effect as employees spent their wages and the attraction purchased materials and supplies; visiting tourists would spend money increasing local incomes and tax revenues to partly fund infrastructure improvements.
- (d) Adventure tourism, religious tourism and sports tourism were popular valid choices and appropriate credit was awarded for particular interests such as cruises. Candidates writing about adventure tourism were able to refer to water, land and air activities whereas candidates writing about religious tourism had some difficulty identifying types of product. Thoughtful responses were able to access Level 2 without undue difficulty and further progress through the levels was made by providing evaluative comment. There was some confusion over what a specialised niche market was, business tourism, leisure tourism and VFR were not correct.

### Question 3

- (a) Candidates needed to identify the key landscape features (the cave, the river/lakes and the local fauna and flora) and then state how it was developed for tourism. Fig. 3 itemised tours to view the rock paintings (cave), fishing (river/lakes) and game drives (fauna).
- (b) The focus of this question was on the benefits to be gained by the organisation from its association with the Zimbabwe Tourism Authority. Better responses considered the role of tourist boards helping to promote local attractions, providing a benchmark for quality assurance and helping with marketing and market research.
- (c) This was very specific and required candidates to consider some of the ways in which accommodation providers have been able to make tourism sustainable. It was pleasing to see reference being made to a variety of valid schemes such as energy efficient lights, solar power, water conservation and recycling waste food/materials. In each case, the candidate was expected to clearly state how the strategy would contribute to greater sustainability and this usually determined whether or not a second mark was awarded. There were some very good responses.
- (d) There were several issues with this question. Many candidates saw this as an opportunity to write about negative impacts in general. In particular, many answers wrote in some detail about negative social impacts. However, this was not an answer to the question.

The question was about social conflicts and it was up to the candidate to identify what these were before going on to explain how and why they arise and then arriving at some form of appropriate conclusion.

The demonstration effect is a well-known concept. Candidates who were able to then identify that the conflict results when younger members of the host population adopt tourist behaviours that generate tension amongst older members of the community; issues such as inappropriate dress, drinking, smoking, drug taking, language and public displays of affection can all generate inter-generational conflict as well as resentment of visiting tourists; conflicts over land (developers versus farmers), beach access (hotels versus fishermen), water (hotels versus farmers and water sports enthusiasts versus local fishermen) and houses (second homes versus local first time buyers) are all likely conflicts as tourism develops scored the most highly.

### Question 4

- (a) The Fig. 4 stimulus material was interpreted well and many candidates were able to score full marks by correctly stating the following:
- Aircel = Private
  - Save The Tiger = Voluntary
  - NTCA = Public
  - Wildlife Protection = Voluntary
- (b) Credit was given to the observation that fewer tourists would mean greater freedom to poachers. Some responses correctly suggested that without tourist spending locals would turn to additional sources of income and that poaching would be a viable option. Any form of reasoned argument moved the answer into Level 2. Only by making evaluative comment could the response gain Level 3 marks.
- (c) It was pleasing to see many valid responses to this question and the Fig. 5 photograph was well interpreted. Candidates had little difficulty in matching three of the sign's prohibitions with minimising three environmental threats. Similarly, valid observations were made about the use of paths and the placing of litter bins. There were many full mark answers.
- (d) Many individuals made a positive attempt to answer the question, better responses talked about hotels and other serviced accommodation types before looking at hostels and camping. Catering was also considered in terms of restaurants, visitor centre cafes and shops selling refreshments. There were many sound Level 2 responses and progress into Level 3 was made with evaluative comment and a reasoned conclusion. Most candidates had a sound appreciation of this topic.



# TRAVEL AND TOURISM

Paper 9395/13  
Core Paper

## Key Messages

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## General Comments

It was pleasing to see many of the candidates making a positive attempt to address the issues posed by the various questions. The stimulus materials were accessible and often well interpreted. Candidates should ensure that examples of tourist destinations or attractions with which they are familiar are relevant to the question being asked, fewer marks are scored by those relying on the same few examples that are not always appropriate to the context.

It is important that candidates pay close attention to the precise wording of particular questions. There were several instances where a question was misread including:

Question	
1(c)	There were many instances of candidates not emphasising why the hospitality provider would want to know what customers thought about each service aspect.
1(d)	Types of feedback were not actively linked to the chosen employee's job performance.
2(c)	A significant number of candidates neglected to point out particular ways in which the host population's culture might be supported by tourism.
2(d)	Understanding of partnership between the public, private and voluntary sectors was not well illustrated in the context of a particular destination.
4(b)	Leisure time was confused with standard of living.

The more open response questions can be answered by thinking in terms of the following 'ladder'. Previous session mark schemes would give an idea of how these are applied in practice.

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## Comments on Specific Questions

### Question 1

- (a) The Fig. 1 stimulus material was used very well and most candidates were able to correctly identify four ways in which a formal dining experience had been created. The more popular choices were table decoration, place settings, carpet, cushions and lighting.
- (b) There were good responses to this question. Better responses pointed out that the organiser could place guests appropriately and keep certain groups together. The hospitality provider could organise staff and service would be more efficient. Both staff and guests would be able to find their way around the campsite more easily to locate a particular table. Responses that did not make valid comment from both perspectives did not gain full credit. Those that referred to making individual reservations were not credited, as this was a corporate event.
- (c) Candidates varied in terms of their ability to identify valid reasons why the hospitality provider would want to know guest comments about these three service aspects. The better responses considered operational procedures such as were staff following instructions for welcoming guests, were there enough waiting staff, were service standards maintained and was the food of the standard expected. Candidates offering evaluative comment scored most highly.
- (d) Answers tended to be too generalised. Most answers were able to describe key elements of the chosen job but only a minority of responses clearly itemised the types of feedback the employee was likely to receive. For example, when considering waiting staff, candidates might have considered the following aspects. Informal feedback – dealing with guest requests for non-menu items, reacting to advice/requests from colleagues, dealing with complaints. Observation feedback from Supervisor – following correct procedures. Pre-service team meetings – putting new instructions into practise etc. Most candidates were aware of feedback techniques but few responses could provide any details of how employees were able to put particular pieces of feedback into their performance at work. Very few answers were able to progress beyond the lower end of Level 2.

### Question 2

- (a) Candidates appreciated the content of Fig. 2 and many individuals were able to complete the question table correctly by identifying:
- A five night stay at the Al Maha Resort in the Dubai Desert Conservation Reserve
  - A day excursion to the Cayman Islands' Turtle Farm
  - A three night stay at the Sepilok Nature Resort to visit the Orang-Utan Rehabilitation Centre
  - A two night stay at Treetops in Kenya's Aberdare National Park.
- (b) The better responses clearly explained import and export leakage, local inflation impacting on people's standard of living, decline in traditional employment and over dependency on tourism narrowing the area's economic base. Those responses that did not fully explain the choice of negative economic impact in terms of the resort's development and operation were given limited credit.
- (c) This question proved to be challenging for the candidates. It required candidates to itemise three different ways in which tourism development might positively impact on the traditional culture of a destination. The best responses should have included reference to aspects such as the following:
- Tourism boosting the preservation and transmission of cultural and historical traditions e.g. museums displaying history of the area
  - The demand for souvenirs keeping traditional art and craft skills alive
  - Renaissance of indigenous cultures (music, dance, costume for performances etc.)
  - Language kept alive by public signage.

Many responses gained limited credit as they did not explain the positive impacts. Answers were often generalised.



- (d) Far too many candidates had only a limited understanding of partnerships and few responses provided accurate details of what happens in a particular destination. There was frequent reference to the Beach Bunch, however, only a minority of individuals were aware that this is a non-governmental, non-profit environmental organisation whose mission is to “sustain and protect the beaches of Brunei from pollution”. Furthermore, candidates seemed unaware that Beach Bunch assists where possible other associations, clubs, corporations and government agencies in promoting beach cleaning campaigns and that it provides environmental education programmes through public, private and educational institutions. Thus, the opportunity for a very good answer to the question was missed. Some candidates made reference to the UK and there were a few quite good responses looking at aspects of VisitBritain’s partnership with organisations to promote tourism.

### Question 3

- (a) The Fig. 3 stimulus material was well used and many candidates were able to identify four valid sources of revenue such as events, café, shop, tours and educational programmes.
- (b) The focus of this question was on business customers and most candidates were able to use the Fig. 3 stimulus material to good effect. Popular choices were the room options, the audio-visual equipment and wi-fi availability. To gain maximum credit candidates had to explain how each chosen business service would be used.
- (c) This was very specific and required candidates to closely interpret the information contained in Fig. 3. There were some thoughtful responses pointing out the history of the Albert Hall, the educational aspect, the tours and the fact that many events were cultural in nature. However, many answers lacked convincing argument and weaker responses simply copied sentences from the stimulus material. This rather limited the amount of credit that could be awarded.
- (d) There were some very thoughtful responses to this and the vast majority of candidates made very good reference to the Fig. 3 stimulus information. Furthermore, it was pleasing to see accurate reference being made to a variety of special needs and most responses were comfortably in Level 2. However, as pointed out in the first section of the report, many individuals missed the opportunity to progress into Level 3 by not providing appropriate evaluative comment about the ways in which the Albert Hall meets the needs of customers with disabilities.

### Question 4

- (a) The Fig. 4 stimulus material was generally well interpreted. The correct responses were:
- People living together = Couple
  - Children grown up = Empty Nest
  - Entirely dependent = Childhood
  - Holiday-taking patterns start to change = Family with older children.
- (b) This question proved challenging. The best responses identified that MEDC populations have experienced an increase in leisure time due to factors such as:
- Changes in working conditions and a reduced working week (<40 hrs)
  - The introduction of flexible working (‘flexi-time’)
  - Holiday entitlement e.g. countries in the EU have had 4 weeks paid leave since 1999
  - Early age of retirement
  - Life expectancy increases mean people living longer.
- Many responses included too much irrelevant information on income, standards of living and purchasing power, which were not credited.
- (c) It was pleasing to see many valid responses to this question and most candidates were aware of several ways in which the problem of intangibility might be overcome. There were many thoughtful explanations of Internet research, social media, brochures and tour operators/travel agents. Comments about advertisements, TICs, television programmes and family/friends tended to be less convincing unless the candidate clearly explained their role in buying the holiday.

- (d) This question proved difficult and was not well answered by many candidates. Responses that simply copied sections of the Fig. 4 stimulus material without giving that much thought to the question's requirement to match leisure tourist's age with destination choice gained very little credit. Often responses did not contain a single age-appropriate destination and very few, made the point that many destinations appeal to a variety of different visitor types. Responses were thus rather limited and poorly exemplified and many answers struggled to move beyond the bottom of Level 2. Many answers gave rather stereotypical views: many of the 'over 60s' do not simply want to relax on a cruise and nor do all young adults simply want adventure. Similarly, comments about children often missed the point that it would be the parent/guardian that finally selected the destination. Many credit-scoring opportunities were missed, candidates often did not point out how and why a particular destination might meet the needs of a particular age group.

# TRAVEL AND TOURISM

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**Paper 9395/02**

**Planning and Managing a Tourism Event**

## **Key messages**

Please annotate candidate work throughout to assist with both marking and moderating.

Candidates work must be submitted on an individual basis, there should be no copying between candidates.

Centres should submit the correct number of portfolios for the size of entry:

Number of candidates entered	Number of candidate portfolios to be sent to Cambridge
11 - 50	10
51 – 100	15
Above 100	20

Witness statements for all candidates must be included in each portfolio.

More than one feasibility study must be included.

## **General comments**

Thanks must be extended to the Centres that submitted portfolios for this June 2014 session on time. This very much helped with the smooth running of the moderation process. Many Centres were able to demonstrate excellent events planned and organised by the candidates. There was evidence of interesting and appropriate tasks undertaken that fulfilled the requirements of the syllabus.

Please ensure that MS1 are included.

It was pleasing to see candidate work submitted by Centres that had clearly followed the guidance notes. These portfolios were generally well structured and presented in a clear and logical format. It was good to see the range of events organised and the enthusiasm demonstrated by candidates. There was evidence of some well-planned and successful events.

Centres should ensure that there is good assessor annotation on candidates' work. It is imperative that Centres can demonstrate clearly where their candidates pass through each mark band. This should be done to assist with the marking and internal verification processes. Therefore, Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands, this will aid with both teacher and Moderator assessment.

A01 – Some candidates presented clear and logical plans with realistic itineraries and timescales. The best plans listed all tasks with few or no omissions, showing excellent organisational skills, including risk assessments and contingency planning.

A02 – Many candidates were able to demonstrate impressive contributions to the running and preparation of the actual events particularly in terms of the planning and implementation of set tasks. Assessors should include witness statements for verification of tasks completed, particularly on customer service achieved. Please ensure that if a Witness Statement is included that this is signed and completed by the assessor and not just included as a blank sheet. It was pleasing to see that many candidates kept log books or diaries of meetings and scheduled activities.

A03 – The awarding of marks against this Assessment Objective was the cause of most Centre scaling in this session. Top marks could only be achieved if there was evidence of risk analysis and contingency planning, and if candidates considered **at least two** feasibility studies and used a SWOT analysis to aid their reasoning.

A04 – This is a difficult Assessment Objective in which to gain marks, Analysis and Evaluation are considered to be higher level study skills and so this section really differentiates between candidates of different abilities. Those who were able to produce an evaluation of their own performance and that of the group as a whole scored most marks. To gain the highest marks candidates should evaluate and draw conclusions from the results of customer feedback and offer suitable options/recommendations for improvements. 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 help the candidate to further evaluate their performance.

**It should be noted that although this assessment is organised as a group assignment, each individual candidate should complete their own work. It is not acceptable for candidates to have exact copies of the written sections of their coursework. Individuals must submit their work independently. Similarly a single portfolio that represents the work of a whole group is unacceptable.**

Please note that CIE has a detailed coursework guideline booklet for this unit, available from <http://www.cie.org.uk/cambridge-for/teachers/order-publications/> (please note there is a small fee charged for this publication to cover printing costs), this booklet contains useful information on the planning and organisation of lessons and exemplars of candidate work.

CIE also offers a range of training events; please see the CIE events and training calendar for details: <http://www.cie.org.uk/cambridge-professional-development/events-and-training-calendar/>.

# TRAVEL AND TOURISM

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Paper 9395/31

International Business and Leisure Travel Services

## Key messages

- Candidates should be familiar with the broad range of transport options available for business and leisure travellers and should have studied at least one example of each of the following: an airport, a seaport, a coach provider and a train provider, in order to understand the range of products, services and facilities offered to travellers.
- Case study materials should be used to establish the context for the answers to each subset of questions. It is acceptable to use other relevant examples to provide further amplification to answers.
- Candidates should read the questions carefully, and should avoid copying directly from the text. Where questions ask candidates to 'explain', the answer should be in the candidate's own words.

## General comments

International news articles are adapted to source the stimulus material for this question paper. Candidates should have experience of using a case study approach prior to sitting the examination. The majority of candidates appeared to find the source materials contained in the Insert accessible and were able to use information to reasonable effect in answering the questions, with better performing candidates extracting key facts for individual analysis and interpretation. Most candidates were also able to use appropriate examples from their own knowledge in support of their answers. Candidates are clearly more confident in answering the short-answer questions in each subset. It was also encouraging to see more candidates attempt the analytical and evaluative questions at the end of each subset; this would suggest that the majority of candidates had sufficient time in which to complete all of the tasks. Better performing candidates were able to respond appropriately to the level of demand posed by each question. It would be beneficial for all candidates to be familiar with the key command words associated with this paper, identified in the syllabus for this subject. This would enable more candidates to better understand the demands of questions.

**Question 1** used the Youth Olympic Games in Nanjing, China as its source, whilst **Question 2** provided information about the hidden costs associated with additional airline fees. **Question 3** offered an insight into the products and services of the International Motor Coach Group and **Question 4** outlined the schedule for the Swiss Chocolate Train excursion.

## Comments on specific questions

### Question 1

- (a) (i) Most candidates were able to identify from the text the likely reasons for the choice of Nanjing as host city to the Games.
- (ii) Candidates were generally able to suggest appropriate types of tourists likely to be attracted to Nanjing. Better responses used applied knowledge to suggest tourist types most likely to be associated with the Games, whereas weaker responses contained more generic descriptions of tourist types, such as inbound and domestic tourists.
- (b) This question was answered well. Candidates were able to extract key information from the stimulus to cite specific examples of the various transport options that make Nanjing so accessible. The best responses summarised the key facts and data in a candidate's own words to explain the accessibility of the city. Those responses that included sections of text copied directly from the stimulus did not score highly.

- (c) This question acted as a good discriminator. The best answers were those where candidates made specific reference to how different types of travel and tourism organisations could benefit directly and indirectly from the Games. Weaker responses tended to describe the economic benefits to the country as a whole, rather than the benefits to travel and tourism providers.
- (d) This question required candidates to consider the advantages and disadvantages for tourists of there being a large number of licensed tour guides in Nanjing. Responses to this question were very varied, with many focusing on the 'licensed' aspect, in protecting tourists from being overcharged. The best answers were those in which candidates considered the breadth of advantages and disadvantages to the tourist of having a wide availability of guiding services. There were some outstanding, balanced arguments scoring Level 3 marks.

### Question 2

- (a) (i) Candidates had no difficulty in identifying the types of products and services which attract additional airline fees.
- (ii) The majority of candidates were able to state two different tourist types and score both marks here.
- (b) This question proved quite challenging. Many candidates relied heavily on the quoted text from the case study material and thus could not access the 'explain' marks for this question as no individual interpretation was evident. Responses were often repetitive or too generalised here.
- (c) Candidates should be familiar with the ways in which travel service providers diversify their products and services to overcome the fierce competition from other providers. Answers here were much weaker than expected; it would appear that candidates were not comfortable with the term 'scheduled airlines', with many trying to link their answer to the timetable that the airline offers to certain destinations. The best answers were those where candidates considered the more obvious product innovations or quality of service provision used across the whole airline industry.
- (d) This question was answered well. Candidates have an excellent understanding of the impacts of technology on the travel and tourism industry. More interestingly, many candidates are also widely aware of the means through which travel providers generate income and many answers made perceptive observations that a more honest approach in declaring the 'hidden costs' of additional airline fees would have a detrimental impact on the profits of airline companies.

### Question 3

- (a) (i) Most candidates were able to identify four appropriate on-board facilities of an IMG coach from the text.
- (ii) Answers to this question tended to rely on the wording from the case study, with many candidates not scoring the 'explain' marks.
- (b) Answers to this question were variable; the best answers were those where candidates considered how customers may benefit from partnership working amongst travel and tourism principals. Weaker responses often identified 'cheap and easy' as benefits for the customer, this was too generalised and did not score many marks.
- (c) This question acted as a good discriminator. The best answers considered the economic benefits to the provider of offering a range of ancillary services, as well as the benefits to the customer of this type of provision. Those responses that only considered from the perspective of the guest did not score full marks.
- (d) This question proved challenging. The majority of responses were descriptive of the advantages and disadvantages of coach travel for business travellers; the better performing candidates had the confidence to draw specific parallels between coach travel and more than one other form of transport as a viable option for business travellers. Some candidates compared coach travel with either flying or private car hire or train travel. The highest marks were limited to those responses that used comparative language and gave a reasoned argument and conclusion.



#### Question 4

- (a) This question proved more challenging than was anticipated. Candidates should have no difficulty in defining key vocational terms such as 'tourism product'. The requirement to use the context of the Swiss Chocolate Train in exemplifying the term seemed to cause some confusion.
- (b) Many candidates answered this question well. Answers that focussed on the appeal of being away for a short break rather than the appeal of the specific features of this particular excursion did not score highly.
- (c) This question proved to be challenging. The issue of seasonality was overlooked by a large number of candidates, limiting the number of marks available.
- (d) This question was a good discriminator. The majority of candidates understood the term 'fixed pricing policy' and made some attempt to consider the advantages and disadvantages of such a policy. There was clear evidence that some candidates had not read the question carefully as responses focused on the benefit/impact on the customer, not the travel provider. It would be beneficial to encourage candidates to identify the perspective within this type of question; teachers could suggest underlining the 'audience' in the context of the question, to identify whether the focus of the question is about benefits to the customer or to the provider, for example.



# TRAVEL AND TOURISM

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Paper 9395/32

International Business and Leisure Travel Services

## Key messages

- Candidates should be familiar with the broad range of transport options available for business and leisure travellers and should have studied at least one example of each of the following: an airport, a seaport, a coach provider and a train provider, in order to understand the range of products, services and facilities offered to travellers.
- Case study materials should be used to establish the context for the answers to each subset of questions. It is acceptable to use other relevant examples to provide further amplification to answers.
- Candidates should read the questions carefully, and should avoid copying directly from the text. Where questions ask candidates to 'explain', the answer should be in the candidate's own words.

## General comments

International news articles are adapted to source the stimulus material for this question paper. Candidates should have experience of using a case study approach prior to sitting the examination. The majority of candidates appeared to find the source materials contained in the Insert accessible and were able to use information to reasonable effect in answering the questions, with better performing candidates extracting key facts for individual analysis and interpretation. Most candidates were also able to use appropriate examples from their own knowledge in support of their answers. Candidates are clearly more confident in answering the short-answer questions in each subset. It was also encouraging to see more candidates attempt the analytical and evaluative questions at the end of each subset; this would suggest that the majority of candidates had sufficient time in which to complete all of the tasks. Better performing candidates were able to respond appropriately to the level of demand posed by each question. It would be beneficial for all candidates to be familiar with the key command words associated with this paper, identified in the syllabus for this subject. This would enable more candidates to better understand the demands of questions.

**Question 1** used the Youth Olympic Games in Nanjing, China as its source, whilst **Question 2** provided information about the hidden costs associated with additional airline fees. **Question 3** offered an insight into the products and services of the International Motor Coach Group and **Question 4** outlined the schedule for the Swiss Chocolate Train excursion.

## Comments on specific questions

### **Question 1**

- (a) (i) Most candidates were able to identify from the text the likely reasons for the choice of Nanjing as host city to the Games.
- (ii) Candidates were generally able to suggest appropriate types of tourists likely to be attracted to Nanjing. Better responses used applied knowledge to suggest tourist types most likely to be associated with the Games, whereas weaker responses contained more generic descriptions of tourist types, such as inbound and domestic tourists.
- (b) This question was answered well. Candidates were able to extract key information from the stimulus to cite specific examples of the various transport options that make Nanjing so accessible. The best responses summarised the key facts and data in a candidate's own words to explain the accessibility of the city. Those responses that included sections of text copied directly from the stimulus did not score highly.

- (c) This question acted as a good discriminator. The best answers were those where candidates made specific reference to how different types of travel and tourism organisations could benefit directly and indirectly from the Games. Weaker responses tended to describe the economic benefits to the country as a whole, rather than the benefits to travel and tourism providers.
- (d) This question required candidates to consider the advantages and disadvantages for tourists of there being a large number of licensed tour guides in Nanjing. Responses to this question were very varied, with many focusing on the 'licensed' aspect, in protecting tourists from being overcharged. The best answers were those in which candidates considered the breadth of advantages and disadvantages to the tourist of having a wide availability of guiding services. There were some outstanding, balanced arguments scoring Level 3 marks.

### Question 2

- (a) (i) Candidates had no difficulty in identifying the types of products and services which attract additional airline fees.
- (ii) The majority of candidates were able to state two different tourist types and score both marks here.
- (b) This question proved quite challenging. Many candidates relied heavily on the quoted text from the case study material and thus could not access the 'explain' marks for this question as no individual interpretation was evident. Responses were often repetitive or too generalised here.
- (c) Candidates should be familiar with the ways in which travel service providers diversify their products and services to overcome the fierce competition from other providers. Answers here were much weaker than expected; it would appear that candidates were not comfortable with the term 'scheduled airlines', with many trying to link their answer to the timetable that the airline offers to certain destinations. The best answers were those where candidates considered the more obvious product innovations or quality of service provision used across the whole airline industry.
- (d) This question was answered well. Candidates have an excellent understanding of the impacts of technology on the travel and tourism industry. More interestingly, many candidates are also widely aware of the means through which travel providers generate income and many answers made perceptive observations that a more honest approach in declaring the 'hidden costs' of additional airline fees would have a detrimental impact on the profits of airline companies.

### Question 3

- (a) (i) Most candidates were able to identify four appropriate on-board facilities of an IMG coach from the text.
- (ii) Answers to this question tended to rely on the wording from the case study, with many candidates not scoring the 'explain' marks.
- (b) Answers to this question were variable; the best answers were those where candidates considered how customers may benefit from partnership working amongst travel and tourism principals. Weaker responses often identified 'cheap and easy' as benefits for the customer, this was too generalised and did not score many marks.
- (c) This question acted as a good discriminator. The best answers considered the economic benefits to the provider of offering a range of ancillary services, as well as the benefits to the customer of this type of provision. Those responses that only considered from the perspective of the guest did not score full marks.
- (d) This question proved challenging. The majority of responses were descriptive of the advantages and disadvantages of coach travel for business travellers; the better performing candidates had the confidence to draw specific parallels between coach travel and more than one other form of transport as a viable option for business travellers. Some candidates compared coach travel with either flying or private car hire or train travel. The highest marks were limited to those responses that used comparative language and gave a reasoned argument and conclusion.

#### Question 4

- (a) This question proved more challenging than was anticipated. Candidates should have no difficulty in defining key vocational terms such as 'tourism product'. The requirement to use the context of the Swiss Chocolate Train in exemplifying the term seemed to cause some confusion.
- (b) Many candidates answered this question well. Answers that focussed on the appeal of being away for a short break rather than the appeal of the specific features of this particular excursion did not score highly.
- (c) This question proved to be challenging. The issue of seasonality was overlooked by a large number of candidates, limiting the number of marks available.
- (d) This question was a good discriminator. The majority of candidates understood the term 'fixed pricing policy' and made some attempt to consider the advantages and disadvantages of such a policy. There was clear evidence that some candidates had not read the question carefully as responses focused on the benefit/impact on the customer, not the travel provider. It would be beneficial to encourage candidates to identify the perspective within this type of question; teachers could suggest underlining the 'audience' in the context of the question, to identify whether the focus of the question is about benefits to the customer or to the provider, for example.

# TRAVEL AND TOURISM

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Paper 9395/33

International Business and Leisure Travel Services

## Key messages

- Candidates should be familiar with the broad range of transport options available for business and leisure travellers and should have studied at least one example of each of the following: an airport, a seaport, a coach provider and a train provider, in order to understand the range of products, services and facilities offered to travellers.
- Case study materials should be used to establish the context for the answers to each subset of questions. It is acceptable to use other relevant examples to provide further amplification to answers.
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## General comments

International news articles are adapted to source the stimulus material for this question paper. Candidates should have experience of using a case study approach prior to sitting the examination. The majority of candidates appeared to find the source materials contained in the Insert accessible and were able to use information to reasonable effect in answering the questions, with better performing candidates extracting key facts for individual analysis and interpretation. Most candidates were also able to use appropriate examples from their own knowledge in support of their answers. Candidates are clearly more confident in answering the short-answer questions in each subset. It was also encouraging to see more candidates attempt the analytical and evaluative questions at the end of each subset; this would suggest that the majority of candidates had sufficient time in which to complete all of the tasks. Better performing candidates were able to respond appropriately to the level of demand posed by each question. It would be beneficial for all candidates to be familiar with the key command words associated with this paper, identified in the syllabus for this subject. This would enable more candidates to better understand the demands of questions.

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## Comments on specific questions

### Question 1

- (a) (i) Most candidates were able to identify from the text the likely reasons for the choice of Nanjing as host city to the Games.
- (ii) Candidates were generally able to suggest appropriate types of tourists likely to be attracted to Nanjing. Better responses used applied knowledge to suggest tourist types most likely to be associated with the Games, whereas weaker responses contained more generic descriptions of tourist types, such as inbound and domestic tourists.
- (b) This question was answered well. Candidates were able to extract key information from the stimulus to cite specific examples of the various transport options that make Nanjing so accessible. The best responses summarised the key facts and data in a candidate's own words to explain the accessibility of the city. Those responses that included sections of text copied directly from the stimulus did not score highly.

- (c) This question acted as a good discriminator. The best answers were those where candidates made specific reference to how different types of travel and tourism organisations could benefit directly and indirectly from the Games. Weaker responses tended to describe the economic benefits to the country as a whole, rather than the benefits to travel and tourism providers.
- (d) This question required candidates to consider the advantages and disadvantages for tourists of there being a large number of licensed tour guides in Nanjing. Responses to this question were very varied, with many focusing on the 'licensed' aspect, in protecting tourists from being overcharged. The best answers were those in which candidates considered the breadth of advantages and disadvantages to the tourist of having a wide availability of guiding services. There were some outstanding, balanced arguments scoring Level 3 marks.

### Question 2

- (a) (i) Candidates had no difficulty in identifying the types of products and services which attract additional airline fees.
- (ii) The majority of candidates were able to state two different tourist types and score both marks here.
- (b) This question proved quite challenging. Many candidates relied heavily on the quoted text from the case study material and thus could not access the 'explain' marks for this question as no individual interpretation was evident. Responses were often repetitive or too generalised here.
- (c) Candidates should be familiar with the ways in which travel service providers diversify their products and services to overcome the fierce competition from other providers. Answers here were much weaker than expected; it would appear that candidates were not comfortable with the term 'scheduled airlines', with many trying to link their answer to the timetable that the airline offers to certain destinations. The best answers were those where candidates considered the more obvious product innovations or quality of service provision used across the whole airline industry.
- (d) This question was answered well. Candidates have an excellent understanding of the impacts of technology on the travel and tourism industry. More interestingly, many candidates are also widely aware of the means through which travel providers generate income and many answers made perceptive observations that a more honest approach in declaring the 'hidden costs' of additional airline fees would have a detrimental impact on the profits of airline companies.

### Question 3

- (a) (i) Most candidates were able to identify four appropriate on-board facilities of an IMG coach from the text.
- (ii) Answers to this question tended to rely on the wording from the case study, with many candidates not scoring the 'explain' marks.
- (b) Answers to this question were variable; the best answers were those where candidates considered how customers may benefit from partnership working amongst travel and tourism principals. Weaker responses often identified 'cheap and easy' as benefits for the customer, this was too generalised and did not score many marks.
- (c) This question acted as a good discriminator. The best answers considered the economic benefits to the provider of offering a range of ancillary services, as well as the benefits to the customer of this type of provision. Those responses that only considered from the perspective of the guest did not score full marks.
- (d) This question proved challenging. The majority of responses were descriptive of the advantages and disadvantages of coach travel for business travellers; the better performing candidates had the confidence to draw specific parallels between coach travel and more than one other form of transport as a viable option for business travellers. Some candidates compared coach travel with either flying or private car hire or train travel. The highest marks were limited to those responses that used comparative language and gave a reasoned argument and conclusion.



#### Question 4

- (a) This question proved more challenging than was anticipated. Candidates should have no difficulty in defining key vocational terms such as 'tourism product'. The requirement to use the context of the Swiss Chocolate Train in exemplifying the term seemed to cause some confusion.
- (b) Many candidates answered this question well. Answers that focussed on the appeal of being away for a short break rather than the appeal of the specific features of this particular excursion did not score highly.
- (c) This question proved to be challenging. The issue of seasonality was overlooked by a large number of candidates, limiting the number of marks available.
- (d) This question was a good discriminator. The majority of candidates understood the term 'fixed pricing policy' and made some attempt to consider the advantages and disadvantages of such a policy. There was clear evidence that some candidates had not read the question carefully as responses focused on the benefit/impact on the customer, not the travel provider. It would be beneficial to encourage candidates to identify the perspective within this type of question; teachers could suggest underlining the 'audience' in the context of the question, to identify whether the focus of the question is about benefits to the customer or to the provider, for example.



# TRAVEL AND TOURISM

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**Paper 9395/41**  
**Specialised Tourism**

## Key messages

- It is a waste of a candidates time to re-write the question in the answer, this will not gain marks
- Answer only the question set, the space provided for the answer should give candidates a good indication of the amount they should write
- Ensure that the command word meanings are clear and check marks given for each question
- Work through key tourism definitions

## General comments

An insert booklet was used this exam session containing two figures. Figure 1 contained details of the Taj Mahal in India and Figure 2 was a case study of travelling on Segways in San Francisco. Candidates responded on the question paper in the spaces provided.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied previous exam papers and there was evidence of tourism case studies having been studied. Some candidates still write everything they know about a topic, rather than answering the question – this doesn't gain them the highest marks. Candidates should take time to read questions carefully and synthesise the content before writing answers. On occasion candidates confuse the different types of tourism impacts and consequently this affects their marks for the longer style answers. Centres should endeavour to make explicit the meaning of environmental, social-cultural and economic impacts, both positive and negative. In some instances, candidates confuse the definitions.

For the shorter response questions, candidates should be reminded that if they are asked for two reasons, they should not give four or five answers.

Candidates should try and avoid repetition within answers particularly those relating to the impacts of tourism. Some 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 and encouraged candidates to make clear and concise judgements or conclusions. Candidates should be made aware of the process for marking and Centres should encourage candidates to make a positive attempt to structure their responses to address level of response criteria. The following example is for a 9 mark question.

**Level 1 (1 to 3 marks)** – the candidate **identifies/describes** some **valid** types/features/factors.

**Level 2 (4 to 6 marks)** – the candidates offers **explanatory** or **analytical** comment about some of the **valid** types/features/factors that have been identified.

**Level 3 (7 to 9 marks)** – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating **why** this is the case. The best answers will have a **reasoned conclusion**

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. In general the standard this session was very pleasing and timing does not appear to have been a problem with the majority of candidates answering all questions.

## Comments on specific questions

### Section A

#### Question 1

- (a) Reasonably well answered, most candidates were able to give two threats to the Taj Mahal. It should be noted that if the question uses the word 'identify' then the information should be taken from the case study figure.
- (b) A reasonable response to this question. Candidates were asked to analyse the reasons why it is important that tourists behave responsibly at religious sites such as the Taj Mahal. Some excellent responses were given showing good understanding of the issues involved at religious sites. However, some candidates did not analyse and consequently higher marks were not always awarded.
- (c) Well answered. Candidates were asked to evaluate the ways in which important cultural buildings such as the Taj Mahal can be protected from possible negative impacts. There were some very pleasing responses to this question. However, on occasion candidates did not evaluate the ways and this prevented them from gaining higher marks.

#### Question 2

- (a) Reasonably well answered, many candidates gained good marks here and were able to explain how Segways have low environmental impacts
- (b) Generally well answered. This question asked candidates to evaluate the likely economic impacts of adventure activities such as Segway tours all year round. Some candidates did not address the seasonal nature of the question and simply discussed economic impacts, limiting the number of marks available to them. Those candidates who 'evaluated' and addressed the seasonal element were able to score higher marks. Candidates need to fully consider both sides of the argument to fully assess.
- (c) Reasonably well answered, most candidates were able to include negative impacts on the local community. Some candidates misread or misunderstood the question asked and wrote about negative impacts instead of addressing the main question which asked how *the negative impacts might be minimised*. Again, the highest marks were gained by those candidates who were able to assess and draw a reasoned conclusion. It is important that Centres help candidates to practise writing essay-style responses, taking note of the level of response criteria.

# TRAVEL AND TOURISM

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**Paper 9395/42**  
**Specialised Tourism**

## Key messages

- It is a waste of a candidates time to re-write the question in the answer, this will not gain marks
- Answer only the question set, the space provided for the answer should give candidates a good indication of the amount they should write
- Ensure that the command word meanings are clear and check marks given for each question
- Work through key tourism definitions

## General comments

An insert booklet was used this exam session containing two figures. Figure 1 contained details of the Taj Mahal in India and Figure 2 was a case study of travelling on Segways in San Francisco. Candidates responded on the question paper in the spaces provided.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied previous exam papers and there was evidence of tourism case studies having been studied. Some candidates still write everything they know about a topic, rather than answering the question – this doesn't gain them the highest marks. Candidates should take time to read questions carefully and synthesise the content before writing answers. On occasion candidates confuse the different types of tourism impacts and consequently this affects their marks for the longer style answers. Centres should endeavour to make explicit the meaning of environmental, social-cultural and economic impacts, both positive and negative. In some instances, candidates confuse the definitions.

For the shorter response questions, candidates should be reminded that if they are asked for two reasons, they should not give four or five answers.

Candidates should try and avoid repetition within answers particularly those relating to the impacts of tourism. Some 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 and encouraged candidates to make clear and concise judgements or conclusions. Candidates should be made aware of the process for marking and Centres should encourage candidates to make a positive attempt to structure their responses to address level of response criteria. The following example is for a 9 mark question.

**Level 1 (1 to 3 marks)** – the candidate **identifies/describes** some **valid** types/features/factors.

**Level 2 (4 to 6 marks)** – the candidates offers **explanatory** or **analytical** comment about some of the **valid** types/features/factors that have been identified.

**Level 3 (7 to 9 marks)** – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating **why** this is the case. The best answers will have a **reasoned conclusion**

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. In general the standard this session was very pleasing and timing does not appear to have been a problem with the majority of candidates answering all questions.

### **Comments on specific questions**

#### **Section A**

##### **Question 1**

- (a) Reasonably well answered, most candidates were able to give two threats to the Taj Mahal. It should be noted that if the question uses the word 'identify' then the information should be taken from the case study figure.
- (b) A reasonable response to this question. Candidates were asked to analyse the reasons why it is important that tourists behave responsibly at religious sites such as the Taj Mahal. Some excellent responses were given showing good understanding of the issues involved at religious sites. However, some candidates did not analyse and consequently higher marks were not always awarded.
- (c) Well answered. Candidates were asked to evaluate the ways in which important cultural buildings such as the Taj Mahal can be protected from possible negative impacts. There were some very pleasing responses to this question. However, on occasion candidates did not evaluate the ways and this prevented them from gaining higher marks.

##### **Question 2**

- (a) Reasonably well answered, many candidates gained good marks here and were able to explain how Segways have low environmental impacts
- (b) Generally well answered. This question asked candidates to evaluate the likely economic impacts of adventure activities such as Segway tours all year round. Some candidates did not address the seasonal nature of the question and simply discussed economic impacts, limiting the number of marks available to them. Those candidates who 'evaluated' and addressed the seasonal element were able to score higher marks. Candidates need to fully consider both sides of the argument to fully assess.
- (c) Reasonably well answered, most candidates were able to include negative impacts on the local community. Some candidates misread or misunderstood the question asked and wrote about negative impacts instead of addressing the main question which asked how *the negative impacts might be minimised*. Again, the highest marks were gained by those candidates who were able to assess and draw a reasoned conclusion. It is important that Centres help candidates to practise writing essay-style responses, taking note of the level of response criteria.

# TRAVEL AND TOURISM

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**Paper 9395/43**  
**Specialised Tourism**

## Key messages

- It is a waste of a candidates time to re-write the question in the answer, this will not gain marks
- Answer only the question set, the space provided for the answer should give candidates a good indication of the amount they should write
- Ensure that the command word meanings are clear and check marks given for each question
- Work through key tourism definitions

## General comments

An insert booklet was used this exam session containing two figures. Figure 1 contained details of the Taj Mahal in India and Figure 2 was a case study of travelling on Segways in San Francisco. Candidates responded on the question paper in the spaces provided.

Overall, the standard of entry was very pleasing. Many candidates had clearly studied previous exam papers and there was evidence of tourism case studies having been studied. Some candidates still write everything they know about a topic, rather than answering the question – this doesn't gain them the highest marks. Candidates should take time to read questions carefully and synthesise the content before writing answers. On occasion candidates confuse the different types of tourism impacts and consequently this affects their marks for the longer style answers. Centres should endeavour to make explicit the meaning of environmental, social-cultural and economic impacts, both positive and negative. In some instances, candidates confuse the definitions.

For the shorter response questions, candidates should be reminded that if they are asked for two reasons, they should not give four or five answers.

Candidates should try and avoid repetition within answers particularly those relating to the impacts of tourism. Some 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 and encouraged candidates to make clear and concise judgements or conclusions. Candidates should be made aware of the process for marking and Centres should encourage candidates to make a positive attempt to structure their responses to address level of response criteria. The following example is for a 9 mark question.

**Level 1 (1 to 3 marks)** – the candidate **identifies/describes** some **valid** types/features/factors.

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**Level 3 (7 to 9 marks)** – the candidate offers **evaluative** comment about the **valid** items that have been identified and explained/analysed i.e. one being more or less important than the other and indicating **why** this is the case. The best answers will have a **reasoned conclusion**

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### Comments on specific questions

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##### Question 2

- (a) Reasonably well answered, many candidates gained good marks here and were able to explain how Segways have low environmental impacts
- (b) Generally well answered. This question asked candidates to evaluate the likely economic impacts of adventure activities such as Segway tours all year round. Some candidates did not address the seasonal nature of the question and simply discussed economic impacts, limiting the number of marks available to them. Those candidates who 'evaluated' and addressed the seasonal element were able to score higher marks. Candidates need to fully consider both sides of the argument to fully assess.
- (c) Reasonably well answered, most candidates were able to include negative impacts on the local community. Some candidates misread or misunderstood the question asked and wrote about negative impacts instead of addressing the main question which asked how *the negative impacts might be minimised*. Again, the highest marks were gained by those candidates who were able to assess and draw a reasoned conclusion. It is important that Centres help candidates to practise writing essay-style responses, taking note of the level of response criteria.