

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the May/June 2015 series

9395 TRAVEL AND TOURISM

9395/11

Paper 1 (Core Paper), maximum raw mark 100

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

- 1 (a) According to the Emirates Customer Service Plan Fig. 1 (Insert), define what is meant by the following: [4]

Unaccompanied Minors – 2 aspects here so award one mark for **AGE RANGE** and one mark for **ALONE** i.e. children above 5 and under 12 years of age (1) travelling alone (1)

Young Passengers – 2 aspects again **CHILDREN** and **AGE RANGE** i.e. are children (1) from 12 years of age up to, but not including, their 16th birthday (1) or 12–15 yrs. is OK

- (b) Emirates has developed its Customer Service Plan in response to feedback from customers.

Discuss the usefulness of focus groups in supplying valid information on which to base customer service policy. [6]

This invites candidates to show off their knowledge and understanding of focus groups as a market research tool and valid points about usefulness will include:

- Qualitative research where the subjective opinions and perceptions of a small targeted group of consumers are elicited used to
- elicit depth data, such as that related to motivation
- usually made up of 6 to 8 targeted consumers a moderator whose role is to ask the required questions, draw out answers, and encourage discussion to get valid feedback
- Participants screened according to often fairly rigorous selection and recruitment qualifications, related to demographics, usage, and past consumer behaviour related to the product or service being tested again for validity.

Use level of response criteria

Level 1: [1–2 marks]

Will identify up to two valid advantages of using focus groups, providing some detail but will be mainly descriptive

Level 2: [3–4 marks]

Can be awarded for an analysis of selected focus group characteristics, clearly explaining the use and value of this approach

Level 3: [5–6 marks]

Can be awarded for evaluative comment about having valid research findings and the better answers will have a reasoned conclusion.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

- (c) Using evidence from Photograph A (Insert), and your own knowledge, explain each of the following: [6]

This question requires candidates to think about what is actually **shown in Photograph A – female staff in uniform** – and to offer careful and thoughtful explanation. In each case award one mark for the identification of a valid observation and then award a second/third mark(s) for an appropriate explanation plus development.

- How staff can support an organisation's brand image
Uniform (1) – smart appearance (1), business like (1) corporate identity (1)
- How organisations can meet the needs of a culturally diverse workforce
The uniform – veil and/or trousers (1), cultural sensibilities for women in Islam (1) covering up (1) modesty (1) etc.

Mark to candidate's advantage following the 1+1+1 × 2 format

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

It is hoped that some candidates will make reference to their own work experience but we must be very clear that better responses talk about the training procedures for a particular job role. Generic accounts are to be limited to 5 MAX and to progress into Level 3 there must be proper evaluative comment about what a new employee in the chosen job role within a known organisation will experience. Thus we should expect to see reference to matters such as:

- General induction session
- Staff handbook issued
- Work shadowing
- "Buddy" system
- Initial monitoring
- Specific types of training etc.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some valid types of job-related training within an identifiable T&T organisation. Information may be a list of types 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 training relating to employee performance 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 the training procedures are done in particular way(s).

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

Level 3: [7–9 marks]

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

2 (a) Identify from Fig. 2 (Insert) the following: [4]

Award one mark for each correct identification as follows:

- No. of visitors = **7.3 million**
- % repeat visitors = **31%**
- Av. Length of stay = **6.8 nights**
- Nationality shopping = **Chinese**

(b) With reference to only Fig. 2 (Insert), explain three ways in which international visitors to Taiwan will help to generate a strong multiplier effect within the local economy. [6]

Award one mark for each of three correct identifications from Fig. 2 and award a second mark for an appropriate explanatory comment about each in multiplier context. Valid responses will include:

- **Accommodation** (1) – average 6.8 night stay means will have opportunity to consume a variety of services (1)
- **Dining** (1) – either in hotel or in restaurants during stay (1)
- **Transportation** (1) – travel to and around destination during stay (1)
- **Shopping** (1) – big business e.g. Chinese spend \$157 per day (1)
- **Entertainment** (1) – 7.3 million visitors will support a variety of providers (1)

Candidates may validly argue from Fig. 2 that the multiplier functions because of the total average spend (\$234) and 7.3 million visitors create a great demand – this should be expanded with 2 of the above. There are NO other valid points.

(c) Explain three ways in which the Taiwan Tourism Bureau could promote the destination to target markets outside Asia. [6]

Award one mark for the correct identification of each of three valid ways and then award a second mark for an appropriate explanatory development. We are likely to see the following:

- Website (1) – global reach (1)
- Social media (1) – for updates, likes etc. (1)
- Offices overseas (1) – provide language specific materials (1)
- Familiarisation trips (1) – bring in agents from targeted markets (1)
- Trade fairs (1) – to make business contact with operators & agents in the markets (1)
- Publicity/advertising campaigns (1) – using national media in the market (1)

Be careful about crediting vague generalisations such as adverts and brochures without clear context of the market outside of Asia. No credit for AIDA.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

- (d) With reference to one destination with which you are familiar, evaluate the facilities that are available to host exhibitions and trade fairs. [9]

This must be specific to a particular destination to progress beyond Level 1. Every destination has at least 2 hotels that have some sort of exhibition space (so reward named details) and an evaluation of both could obtain a score in Level 3. Better responses will no doubt feature a wider selection of facilities, such as:

- Hotel ballrooms etc.
- Conference centres
- Sports venues
- Educational venues
- Municipal buildings
- Attractions hiring out space

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some valid types of facility within an identifiable destination. Information may be a list of types 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 facilities within an identifiable destination. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating what is available and why business tourists are attracted.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of particular facilities within an identifiable destination, clearly indicating their relative importance and significance to the destination's business tourism market. The candidate effectively evaluates a range of options leading to a valid conclusion.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

- 3 (a) Identify from Fig. 3 (Insert) the name of the cruise company that gives younger passengers the opportunity to: [4]

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

- Junior Rangers = **Holland America Line** or **HAL**
- Fantasia playroom = **Crystal Cruises**
- Hip hop dance = **Princess Cruises**
- Graffiti Disco = **MSC Cruises**

- (b) With reference to Fig. 3 (Insert), choose one cruise company for a family with three children, aged 2, 7 and 14. Justify your choice. [6]

This requires candidates to consider key aspects itemised in Fig. 3:

Company	2	7	14	Parents
Carnival	/	/	X	/
Celebrity	X	X	/	?
Crystal	X	/	/	/
Cunard	/	/	/	?
HAL	X	X	/	?
MSC	X	/	/	?
Princess	X	X	/	?

Use level of response criteria

Level 1: [1–2 marks]

The candidate will identify up to two valid advantages of using the chosen company, providing some detail but this will be mainly descriptive.

Level 2: [3–4 marks]

Candidates will provide for an analysis of selected features, clearly explaining the value of each to family (parents and/or children's perspective) needs and wants.

Level 3 [5–6 marks]

Candidates will provide evaluative comment justifying which aspects are most important. The better answers will have a reasoned conclusion.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

- (c) Explain **three** likely advantages to passengers of booking their cruise holiday in person at a local retail travel agency rather than online. [6]

This question asks for advantages (not a list of ancillary services such as insurance and car hire) so we must be alert and reward candidates for clearly itemising each valid advantage or benefit. Award one mark for the identification of each of three appropriate advantages and award a second mark for some further explanatory development, such as:

- Stores are opened in **convenient** locations (1) with easy access for clients (1)
- **Special offers/late deals** will be promoted (1) window adverts to attract passing trade (1)
- Customers prefer the **personalised service** that is provided (1) giving them the opportunity to ask questions and to clarify any issues that may arise during the booking process (1)
- The **opportunity to purchase a range of ancillary services** (1) that many clients appreciate because it allows them to complete all aspects of their trip at the same time (1)

- (d) All the cruise companies listed in Fig. 3 (Insert), are commercial organisations operating in the private sector.

With reference to **one** private sector travel and tourism organisation, evaluate the ways in which this organisation generates revenue and funding. [9]

If no example is considered and generic private sector comments alone are mentioned, the answer cannot progress into Level 2. Depending on the example selected, we should expect to see reference to some of the following:

- All of the activities, whether it is to do with selling products and services, marketing, employing staff or investing in new equipment, are focused on realising the primary aim of making a profit.
- Income from the sale of products and services is expected to be greater than the costs of operating the business so as to leave a surplus.
- This can either be taken as profit or re-invested in the business in order to create future success for the owners, directors, employees and any shareholders.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some valid characteristics of the private sector organisation's sources of revenue and funding. Information may be a list of types 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 sources. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating their relative importance or significance to the chosen organisation.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of sources of revenue and funding, clearly indicating

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

their relative importance and significance to the chosen organisation. The candidate effectively evaluates, leading to a valid reasoned conclusion.

- 4 (a) **Using evidence from Photograph B (Insert), state four ways in which the town centre has been made attractive to visitors.** [4]

Award one mark for the correct identification of each of four aspects shown on Photo B

- Absence of traffic (pedestrianisation)
- Seating
- Litter bins
- Floral displays
- Preserved buildings (history)
- Statue (interesting)

These are the only acceptable identifications.

- (b) **Suggest two ways in which this stretch of the River Severn might be developed for tourism and recreation purposes. In each case give a full explanation for your choice.** [6]

The better responses will appreciate what is shown in Photograph C and offer appropriate reasoning for their choices. Award one mark for the identification of each of two valid suggestions and a further one or two marks for an explanation and development in context. Acceptable responses might include:

- Boat trips (1) – sightseeing (historic buildings) (1), pleasant in good weather (1)
- Fishing (1) – access by path (1), low impact activity (1)
- New/improved riverbank path (1) – riverside walks (1), suitable for jogging (1)
- Cycle path (1) – scenic route (1), away from traffic (1)

Credit all valid suggestions and reasoning in context of Photograph C.

- (c) **The area shown in Photo C (Insert) could become a ‘honeypot’ which attracts large numbers of visitors.**
- In the following table state three negative environmental impacts that visitors to such an area may cause and for each suggest a strategy to help reduce the problem.** [6]

This should make candidates think about the issues and Photograph C provides a clear context for this. Award one mark for the correct identification of each of three valid negative environmental impacts and award a second mark for the suggestion of an appropriate solution. Correct responses will include:

- Traffic congestion (1) – need for car parks (1) and signage to control access (1)
- Visitor congestion/overcrowding (1) – creation of additional facilities (1)
- Litter (1) – bins (1), fines (1)
- Water pollution (1) – limit access (1), charges (1), permits etc. (1)

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge International AS/A Level – May/June 2015	9395	11

Credit all valid reasoning. However, please make sure that the suggested solution is appropriate to the stated negative impact.

(d) Assess, using examples, the principles of successful destination management.

[9]

This is quite open-ended and offers candidates the opportunity to discuss the VICE principles, plus ideas of sustainability. Answers without appropriate exemplification cannot progress into Level 3. We should expect to see consideration of managing the visitor impact on a local destination's economy, social fabric and physical environment in a way which benefits everybody – residents, businesses, landowners and visitors – both now and in the future.

Use level of response criteria

Level 1: [1–3 marks]

Candidate identifies/describes some valid aspects of destination management. Information may be a list of aspects but 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. Candidates will show an understanding of the question and include explanations/analysis of a number of these, clearly indicating the reasoning behind selected principles.

Level 3: [7–9 marks]

Candidates will show a clear understanding of the question and include detailed identification and explanation of exemplified principles (or aspects thereof), clearly indicating their relative importance and significance. The candidate effectively discusses, leading to a valid reasoned conclusion.