

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**9395 TRAVEL AND TOURISM**

**9395/03**

Paper 3 (International Business and Leisure Travel Services),  
maximum raw mark 100

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2010	9395	03

- 1 (a) (i) Identify two types of organisation represented by the Travel Agents' Association of New Zealand (TAANZ). [2]

Award one mark for each of two different types of organisation.

Correct responses area:

- travel agents
- tour operators
- New Zealand-based organisations engaged in the sale and/or facilitation of travel

Also accept independent travel agents and named examples of these agency chains, e.g. Holiday Shoppe.

- (ii) Explain what the term 'self-regulating' means for organisations such as TAANZ. [2]

Award one mark for basic definition of the term and a second mark for further amplification.

Correct ideas include:

- Describes an organisation or other legal body that establishes standards for itself (1) rather than having them imposed by government (1).
- Occurs where trade associations try to exert some control over the practices of member organisations (1) for the protection of other industry professionals and the general public (1).

- (iii) Complete the following table, which compares the characteristics of tourism organisations that are either legislated by government or those that are self-regulated. [2]

	Legislated by Government	Self-regulated
How non-compliance can be dealt with	Penalties are often imposed by government for any non-compliance	
Extent of control		Allows greater flexibility

Award one mark for a description of how non-compliance is dealt with in government-legislated organisations and a second mark for the extent of control that exists for self-regulated organisations. See table above for examples of correct responses.

Accept any reasonable suggestions.

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2010</b>	<b>9395</b>	<b>03</b>

**(b) Identify and explain two conditions of membership of TAANZ. [4]**

Award one mark for each of two conditions of membership that are identified and a second mark for an explanation of each of these conditions.

Correct ideas include:

- meet strict membership criteria (1) – must be engaged in New Zealand in the sale or facilitation of travel (1)
- meet strict financial criteria (1) – TAANZ can stipulate a minimum annual turnover (1)
- be subject to an annual financial review by an independent Bonding Authority (1) – this will ensure there are sufficient funds within the organisation to pay out to existing customers if the business were to fail.

**(c) Analyse the importance to members of trade associations such as TAANZ adhering to a code of practice. [6]**

Use Level of Response criteria.

Candidates should recognise that a Code of Practice brings unity and conformity to the organisation. Helps bring a consistency of approach and sets standards within this ever-changing industry.

Level 1 (1–3 marks) Candidates at this level will identify up to three reasons why a code of practice is important.

Level 2 (4–6 marks) At this level, candidates will begin to analyse at least one reason why a code of practice is important.

**(d) Evaluate the benefits to customers of using a TAANZ bonded agent when making travel arrangements in New Zealand. [9]**

Use level of response criteria.

Indicative content:

Candidates have a list of ten reasons why customers should use a TAANZ bonded travel agent. These reasons form the indicative content for this question.

Level 1 (1–3 marks) At this level, the candidate will rely heavily on the source material to identify up to three benefits of using a TAANZ bonded agent.

Level 2 (4–6 marks) Responses at this level will begin to analyse at least one benefit for customers.

Level 3 (7–9 marks) will be awarded for responses that make reasoned evaluative comments about the benefits of using the services of a bonded agent. At the upper end of this level, candidates will make judgements about whether the investigated benefits outweigh any disadvantages.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2010</b>	<b>9395</b>	<b>03</b>

- 2 (a) (i) Identify two services offered by Visitor Information Centres such as those in Taiwan. [2]

Award one mark for each correctly identified service, up to a maximum of two services.

- provision of travel information
- flight departure information
- hotel reservation assistance
- reception of VIPs and groups invited to Taiwan
- visa assistance
- customs clearance assistance

- (ii) Explain two ways in which the Travel Service Centre in Taipei caters for the needs of different types of customers. [4]

Award one mark for an identification of two ways that the travel centre meets the needs of customers and a second mark for an amplification of the visitor type or the way that this need is met.

Avoid crediting the same responses as in previous question for basic identification of services offered.

- Counter services and/or telephone call centre (1) – allows people to visit face to face when requiring information (1) or telephone in advance when planning a trip (1).
- Consultation service offered in wide choice of languages (1) – to assist visitors from a variety of different countries (1).
- Computerised travel service feature at international airport (1) – for those who prefer to research online (1).

- (b) Explain three ways in which new technology may be used in providing visitor information services. [6]

Award one mark for the correct identification of technology being used and a second mark for an explanation of how it may be used.

Indicative content:

- MP3 and podcast files (1) to send tour guides and video footage of accommodation etc. (1).
- SMS, EMS and MMS (1) to use mobile phone technology to provide information about the events calendar, for example (1).
- Online visitor information sites or the Internet (1) so that customers can check Visitor Information prior to departure (1).
- Touch-screen displays (1) so that visitors can check their location on a city map, for example (1).
- Online booking (1) so that customers can book a bed or a tour using the Internet (1).

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2010	9395	03

- (c) Suggest two ancillary products or services, other than those mentioned in Fig. 2, that the Travel Service Centre in Taipei could offer visitors. Give one reason why you think each of your chosen products/services should be offered. [4]

Award one mark for each of two appropriate products or services and a second mark for one reason for offering each product/service.

Correct responses could include:

- Foreign exchange (1) because foreign visitors need somewhere to convert currency (1).
- Excursions (1) because foreign visitors like to sightsee during a visit (1).
- Car hire (1) because people like the flexibility offered by using a rental car rather than being reliant upon public transport during a visit (1).
- Tickets to attractions (such as the City Zoo or the children's recreation centre) (1) tourists like to make visits to these types of attractions for entertainment during a leisure visit (1).

Do not accept airport transfers or travel insurance.

- (d) Discuss ways in which the Travel Service Centre in Taipei could target its services specifically to the business tourism market. [9]

Use Level of Response criteria.

Indicative content:

Candidates must consider the specific travel needs of business tourists and then target their products/services to reach these types of tourists.

e.g. Product/services should include car rental or executive taxi services; could provide detailed information about conference venues in the country; offer specific business tourism packages etc.

Marketing and promotion of the products and services should be targeted specifically at business customers etc. attending travel shows, targeting corporate travel organisations, familiarisation trips etc.

Level 1 (1–3 marks) Candidates at this level will identify up to three ways in which the Travel Centre could target business tourism.

Level 2 (4–6 marks) Candidates will attempt to evaluate the effectiveness of at least one way of targeting the business tourism market.

Level 3 (7–9 marks) At this level, candidates will offer evaluative discussion of a range of ways that the Travel Services Centre could target the business tourism market. At the upper end, there could be some recommendations about the most appropriate products and services or the best means of promoting these.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2010	9395	03

3 (a) (i) Identify two components of this package holiday. [2]

Award one mark for each of two components

Acceptable responses include:

- accommodation
- airport transfer
- activities/excursions – allow one named example, e.g. ski instruction

(ii) State two items not included in the price of this holiday. [2]

Award one mark for each of two correctly identified components not included in the price.

- meals
- flights

Can accept travel insurance here.

(b) Explain two likely reasons why the Whistler Blackcomb resort is a popular destination for family holidays. [4]

Award one mark for the identification of each of two valid reasons and then award a further one mark for an appropriate amplification of each.

Correct ideas include:

- The resort has something for everyone (1), e.g. snowboarding, skiing, zip trekking, tubing – plenty to keep children actively entertained (1).
- The resort offers babysitting (1) parents have peace of mind but can also enjoy themselves (1).
- The price is inclusive of a family of 4's lift passes (1) cost effective (1).
- Package price at this resort is inclusive of free ski or snowboard school lessons for 3 days (1) good value (1).
- Resort offers free DVD rental each day (1) so there is something new for your children to watch (1).

Credit all valid reasoning.

<b>Page 7</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2010</b>	<b>9395</b>	<b>03</b>

**(c) Evaluate the benefits to the tour operator of offering customised packages. [9]**

Use Level of Response criteria.

Correct ideas include:

- increased opportunity to generate revenue
- offer customer satisfaction
- broaden the customer base – will appeal to more people who do not like 'package'

Level 1 (1–3 marks) At this level, candidates will identify at least one benefit to the tour operator of offering customised holidays.

Level 2 (4–6 marks) Candidates will begin to analyse benefits of customised tours for the tour operator.

Level 3 (7–9 marks) will be awarded for responses that make reasoned evaluative comments about the benefits for tour operators.

**(d) Discuss the range of products and services offered by accommodation providers in ski resorts such as Whistler Blackcomb. [8]**

Use Level of Response Criteria.

Indicative content:

- Leisure and spa facilities – allows for relaxation; restaurants, coffee shops for convenience; babysitting, high chairs, children's menu for families; ramps, hearing loops etc. for disabled visitors.

Level 1 (1–3 marks) At this level, candidates will identify up to three different products and services offered by accommodation providers in ski resorts.

Level 2 (4–6 marks) Candidates will explain at least one product or service offered by accommodation providers at ski resorts.

Level 3 (7–8 marks) will be awarded for responses that make reasoned judgements about the types of products and services that are offered by accommodation providers in ski resorts, with an attempt made to justify these products and services according to the types of customer that use them.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2010	9395	03

4 (a) (i) Identify one airport e-service that would enable business travellers to:

- **find out real-time flight information:** Flightstats (1), Airtxts (1) Flytecomm (1). Can accept SMS mobile flight information.
- **track missing luggage:** Bagmatch (1), Baglink (1), Paxclaim (1) or Sky Assist (1). Can accept digital baggage messaging.
- **use fingerprinting or iris scanning technology for passport control:** E-Borders (1), Smartgate (1), Global Entry (1). Can accept electronic passport/biometric technology. [3]

(ii) Explain one reason why it is important for international airports to offer a range of these available technologies. [2]

Reasons could include:

- to remain competitive, e.g. to offer as unique an experience as possible to attract repeat business
- to meet customer expectations, e.g. if customers have travelled using other airports that offer better services, they may feel dissatisfied with the level of service they receive
- for customers' convenience, e.g. SMS text messages with up-to-date flight information saves time and effort by the passenger checking the latest flight information
- to improve efficiency, e.g. to reduce waiting time for check-in, or passport control

Award one mark for a valid reason and a second mark for a development of this idea.

(b) Chartered and scheduled airlines operate from international airports. Explain two differences in how chartered and scheduled flights operate. [4]

Award one mark for the identification of each of two valid differences and a second mark for an appropriate explanation/amplification of each.

Correct ideas include:

- Scheduled flights fly to published timetables (1) on fixed routes (1).
- Scheduled flights will fly even if some seats are not occupied (1).
- Chartered flights fly to specific holiday destinations and are usually seasonal (1); they have to 'slot' around scheduled flights, so are often at unsocial hours (1). They do not follow a regular timetable (1).
- Chartered flights are 'chartered' by tour operators for package holidays (1) – if the flight is not full, it may not depart. (1).



<b>Page 9</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE A/AS LEVEL – October/November 2010</b>	<b>9395</b>	<b>03</b>

- (c) **All fare-paying air passengers are allowed to carry a certain amount of baggage. Discuss the different systems that airlines use to determine the amount of luggage each passenger can take.** [8]

Use Level of Response criteria.

Candidates are expected to explore baggage allowances as part of their study of air services.

Indicative content:

- The two main systems are **by piece** or **by weight** (also accept **class** and **paying extra**).
- 'Piece' system allows you to take a certain number of luggage items on the plane, whilst the more common 'weight' system uses the combined weight of your entire luggage.
- Charter flights allow 20kg per person and use the weight system.
- Many domestic flights use the piece system – passengers are restricted to two pieces each.

Level 1 (1–3 marks) Candidates will identify the three ways and may describe how each operates.

Level 2 (4–6 marks) At this level, candidates will begin to analyse the different systems and reasons why each may be adopted on certain flights.

Level 3 (7–8 marks) At this level, candidates will offer some evaluative comment, making a judgement over which system is the best from the perspective of either the airline or the passenger.

- (d) **Evaluate the range of services that airports offer customers with special needs.** [8]

Use Level of Response criteria.

Indicative content:

- help points
- parking assistance
- facilities in the terminal – hearing loops, reserved seating areas, disabled access to toilets, showers, shops etc.
- assistance getting to the gate and to board plane – motorised buggies, wheelchair guides etc.

Level 1 (1–3 marks) At this level, candidates may list a range of different services made available for special needs customers.

Level 2 (4–6 marks) At this level, candidates will begin to analyse the range of services, explaining how they operate and for which types of customers.

Level 3 (7–8 marks) At this level, candidates will offer some evaluative comment, making a judgement over which services are most beneficial to customers with different needs and how airports are best able to cater to these specific needs.