

TRAVEL & TOURISM

Paper 9395/11
The Industry

Key messages

In order to achieve good results in this examination candidates need to be familiar with the requirements and contents of the syllabus. The questions on this exam paper covered a wide variety of topics in a variety of ways. The questions could be short answers, applying and interpreting source material or producing an analysis, evaluation or discussion of some topic.

General comments

A great number of answers demonstrated a very good range of knowledge of the travel and tourism industry and the syllabus topics. The best answers included comments and examples from the industry, evidencing a thorough understanding of the subject.

The stimulus materials were accessible and mostly well interpreted. Responses should include a range of examples that are appropriate to the context of particular questions.

For part (d) questions, responses should be structured in terms of the following 'ladder':

Level 1 (1 to 3 marks) – identify a number of valid types/features/factors.

Level 2 (4 to 6 marks) – give explanatory comments about the types/features/factors that have been identified.

Level 3 (7 to 9 marks) – give evaluative comments about the types/features/factors that have been identified and explained. The best answers will have a reasoned conclusion, i.e. **C** is much more important/significant/better than **A** and **B** because

Comments on specific questions

Question 1

- (a) **Part (a)(i)** asked about package holidays and the majority of responses were correct clearly showing an understanding of what a package holiday is. Some responses were too brief, not fully explaining what is meant by package holiday. **Part (a)(ii)** was answered well, with nearly all responses achieving both marks.
- (b) Responses generally achieved high marks. Weaker responses did not reference **new** forms of technology, but instead referred to TV and radio commercials which are not new forms of technology. There was a great variety of examples included in responses.
- (c) Some very good responses were seen and the idea of ancillary or additional services was clearly understood. Answers also showed an understanding of the work of a tour operator. Many responses did not achieve full marks as the explanation was not detailed enough for each way identified.
- (d) Many responses demonstrated an understanding of the methods for resolving customer complaints. The best responses included detailed information and opinions of the best method. Weaker responses often focussed on why complaints might be made instead of how to resolve these complaints.

Question 2

- (a) Most responses included at least one reason described in detail. Many included two reasons and achieved full marks. Self-catering was clearly understood and the question was accessed by all. Weaker responses often repeated one reason for both or didn't include an explanation.
- (b) Better responses included comments about adapting hotels for disabled guests/target new countries to access their travelling populations or providing gyms for the health conscious. Many answers were limited to comments about adding family friendly rooms or catering for vegans/special diets.
- (c) There was some misinterpretation of the question with seasonality being taken to mean the change in weather rather than the correct interpretation of there being peak times for visitors.
- (d) A wide variation of responses were given to this question. The better responses showed an appreciation of the international hotel chain concept and discussed how this would appeal to business tourists. Some responses did not include reasons why an international hotel chain may be suitable for business tourists and so were limited.

Question 3

- (a) Responses to this question were good. The majority made very good use of the insert.
- (b) This question was answered well. The majority of responses demonstrated a clear understanding of the impact of climate upon tourism.
- (c) This question was generally not answered well. The majority of responses demonstrated only a limited understanding of the role of destination management companies. Many responses stated that destination management companies promoted tourism in a destination or did advertising. Only the better answers explained that they were companies brought in to an area to assist with an event for example and will help to put that event on.
- (d) Some responses correctly identified changes to the economy such as GDP/currency/foreign investment and many used examples. The best responses detailed how these factors would impact tourism in a destination. Weaker responses described economic impacts rather than discussing how changes in economic factors affect destinations.

Question 4

- (a) Generally both parts of this question were answered well. The majority of responses to **part (a)(ii)** made good use of the insert referencing what was shown and interpreting it to describe the appeal.
- (b) This question was answered well. The majority of responses correctly identified three ways that a high crime rate could impact tourism.
- (c) This question produced good responses. The majority mentioned that America and Mexico are near each other, stating that travel was therefore quick. The best responses included explanations of other factors such as VFR or business and ease of access.
- (d) The majority of responses correctly described the culture of the region. The better responses included suggestions as to why it was important to both tourists and to the local population.

TRAVEL & TOURISM

Paper 9395/12
The Industry

Key messages

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General comments

A great number of answers demonstrated a very good range of knowledge of the travel and tourism industry and the syllabus topics. The best answers included comments and examples from the industry, evidencing a thorough understanding of the subject.

The stimulus materials were accessible and mostly well interpreted. Responses should include a range of examples that are appropriate to the context of particular questions.

For part (d) questions, responses should be structured in terms of the following 'ladder':

Level 1 (1 to 3 marks) – identify a number of valid types/features/factors.

Level 2 (4 to 6 marks) – give explanatory comments about the types/features/factors that have been identified.

Level 3 (7 to 9 marks) – give evaluative comments about the types/features/factors that have been identified and explained. The best answers will have a reasoned conclusion, i.e. **C** is much more important/significant/better than **A** and **B** because

Comments on specific questions

Question 1

- (a) This question was answered well, the majority of responses included correct definitions and a relevant example. Some responses for 'independent tourism' stated this was people travelling by themselves rather than the tourist having booked everything themselves.
- (b) Responses demonstrated a familiarity with travel agents and the work they do with many correctly identifying three ways the needs of families could be met.
- (c) Many responses achieved full marks and produced very detailed answers. Some weaker responses focussed on the benefit to the travel agency rather than the benefits for the employees which did not answer the question.
- (d) Some weaker responses gave an assessment of the value of online reservations generally, rather than assessing the impact that online reservations have had on traditional travel agencies. Many only referred to travel agencies briefly. Only the better responses explained the impact of online reservations on travel agencies.

Question 2

- (a) Responses to this question were very good with the majority achieving full marks. Many gave detailed descriptions of the characteristics.
- (b) This question was answered well, many responses detailed ways in which natural disasters could cause problems for the tourism industry and applied this to the destination shown in the insert. Some weaker responses included climate and climatic features such as storms or monsoons which aren't natural disasters.
- (c) Better responses referred to street food vendors being available near to hotels and use of cheaper forms of public transport around the island. Many responses referred to making changes to accommodation or simply removing food from the booking to make the accommodation budget rather than how the destination might meet the demands.
- (d) Better responses explained how increased access could encourage all types of developments within an island demonstrating a wide range and depth of knowledge. Weaker responses tended to focus on transport and how it allowed more people to reach the island and so tourism would grow.

Question 3

- (a) This question was answered well. Responses made very good use of the insert material and the majority achieved good marks.
- (b) This question was answered well with the majority of responses explaining three impacts.
- (c) This question was generally well answered. A minority of responses identified a type of feedback but did not then go on to explain it in more detail, limiting the marks available.
- (d) **Many responses demonstrated** a good understanding and included good examples using the insert. Better responses included an evaluation of the street vendors shown in the insert and related these to customer demands. Weaker responses generally included detailed descriptions but little evaluation.

Question 4

- (a) Generally responses were good for **Part (a)(i)** with data taken from the insert to describe the trend. Some responses to **Part (a)(ii)** identified a reason without further explanation.
- (b) This question was well answered. The majority of responses correctly identified three environmental reasons and made good use of the insert material.
- (c) Most responses explained why ecotourists may wish to visit Antarctica demonstrating good understanding of specialised tourism and making excellent use of the insert.
- (d) Many responses made good use of the insert material. Some weaker responses included very limited or no analysis of the influence of associations.

TRAVEL & TOURISM

Paper 9395/13
The Industry

Key messages

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General comments

A great number of answers demonstrated a very good range of knowledge of the travel and tourism industry and the syllabus topics. The best answers included comments and examples from the industry, evidencing a thorough understanding of the subject.

The stimulus materials were accessible and mostly well interpreted. Responses should include a range of examples that are appropriate to the context of particular questions.

For part (d) questions, responses should be structured in terms of the following 'ladder':

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Level 3 (7 to 9 marks) – give evaluative comments about the types/features/factors that have been identified and explained. The best answers will have a reasoned conclusion, i.e. **C** is much more important/significant/better than **A** and **B** because

Comments on specific questions

Question 1

- (a) The vast majority of responses made thorough use of the insert material and achieved four marks for this question.
- (b) Most responses made good use of the insert material and marks were high in this question. Some responses to the sensory disabilities section referred instead to wheelchair users.
- (c) Responses were generally good. There was some misinterpretation of 'customer service standard' with a large number of responses talking about good methods of customer service.
- (d) Responses were varied. Good responses focussed on the benefits to the employee of developing and improving their skills and included some assessment of the benefits identified. Many responses also included relevant examples of skills. Weaker responses often commented on the benefit to the organisation of employees developing skills rather than the benefit to the employee.

Question 2

- (a) Responses for this question were good. The majority of responses were detailed and achieved full marks.
- (b) Answers tended to be high scoring and the majority of responses included three methods and an explanation of why they should be used. Weaker responses often lacked explanation or repeated methods.
- (c) Many responses demonstrated good understanding of the methods of managing beach tourism sustainably. Most responses included three methods and an explanation of how each method worked or why it was beneficial. Weaker responses were due to a lack of explanation of the method selected or repetition of methods.
- (d) Responses to this question were varied. The best responses detailed uses of different types of transport, discussed new types of engines as well as using other fuel sources. Responses which detailed new forms of transport often lacked detail and in many cases there was simply a passing reference to electric cars or using solar power to generate electricity. Weaker responses tended to focus on either what causes diminishing oil reserves or how we can utilise what we have.

Question 3

- (a) **Part (a)(i)** and **(a)(ii)** were both answered well, the majority of responses correctly identified the two main source markets and the two countries with the highest percentage change from the insert.
- (b) The best responses correctly explained proximity, use of budget flights, cheap to travel there, familiarity with the culture or the need for business trips. Weaker responses often focussed on attractions in Japan which didn't answer the question.
- (c) The better responses commented on the need to change from being family friendly to dealing with couples or singles with wide ranges of interests. Weaker responses often explained the impact of families having fewer children on the types of holidays that could be taken instead of looking at the impact on tourism itself.
- (d) Better responses used a range of examples of specialised tourism types and explained why their development would benefit tour operators. Weaker responses seen tended to describe what was available in Japan and then examining the impact on tourism rather than the benefits for tour operators.

Question 4

- (a) Generally responses were good, many responses achieved full marks.
- (b) The majority of responses correctly identified three ways that coach travel could be more important than rail travel for a domestic tourist.
- (c) This question was not answered well. A number of responses explained three things that commercial organisations can do instead of explaining the benefits that would occur for a coach company of working with other commercial organisations such as a hotel. Better responses gave examples of commercial organisations and clearly showed how a coach company could benefit by working with them – for example a tour operator could use the coach company for business bookings and can advertise them or an airline can sell coach tickets for transfer purposes.
- (d) Many responses correctly described the benefits of having a holiday representative on a coach tour and many went on to explain the benefits. The best responses included some evaluative comment on the benefits to tourists of having a holiday representative.

TRAVEL & TOURISM

Paper 9395/02
Planning and Managing a Tourism
Event

Key messages

- Centres should include correct paperwork and record correctly candidate details on MS1s.
- Centres are reminded that the coursework should be completed on an individual basis.
- Candidate log books or diaries should be included for team evidence.
- Business plans should be in good detail and checked for omissions.
- Witness statements must be included for each candidate.
- Centres should annotate all coursework submissions.

The coursework is marked from a total of 50 and where a small number of centres were scaled downwards this was generally applied because a centre had marked too leniently across the bands and on occasion key evidence was missing. The syllabus gives details of all elements to be included showing guidelines that provide a framework for the production of the portfolio. Centres should avoid providing a prescriptive template for candidates as this restricts individuality.

It was pleasing to see many successful events planned and executed. On the whole, candidate work submitted by centres clearly followed the syllabus guidance. These portfolios were generally well structured and presented in a clear and logical format. Centres should ensure that events are clearly embedded within a travel and tourism context. A coursework proposal form can be submitted to Cambridge International in order to check the suitability of planned events.

Centres should note that candidate coursework must be completed as an individual project. Work that has been completed by another candidate must be clearly labelled and made explicit for the marker e.g., 'John created this webpage for our event.' Candidates cannot take credit for work that is not their own. Centres should encourage their markers to show annotation throughout the portfolios as this will assist moderators and markers alike.

Some centres omitted the clear documentation from their packs – please ensure that total marks for each assessment objective are correctly recorded. Centres must also ensure that they submit the correct number of portfolios.

Centres with:

1–10 entries: all portfolios to be forwarded

11–50 entries: 10 portfolios to be forwarded

51–100 entries: 15 portfolios to be forwarded

101–200 entries: 20 portfolios to be forwarded

Over 200 entries: 10% of candidates.

2.1 – Candidates made a good attempt to demonstrate team roles and responsibilities. Minutes and agendas were clearly recorded. However, some candidates didn't include personal logs to show individual actions taken. These should be included in order that a candidate may pass through to MB3.

2.2 – There were many thoughtful and detailed feasibility studies conducted by candidates. The most successful included SWOTs as well as details of customers, costings, risks and a simple concept plan. Some candidates did not analyse the results of their feasibility studies showing good reasons for their final choice, though much research was in evidence. Candidates must include either a bibliography or a list of sources to show where research had been conducted. Candidates should also make clear if another team member has completed part of the feasibility.

2.3 – Business plans were included by all candidates. The contents of the business plans were, on occasion, too brief it should be noted that one sentence per bullet point is insufficient detail to explain the plan. Candidates must cover all aspects of 2.3 in order to achieve MB3. Please note that the business plan should be completed before the event and therefore should be written in the future tense.

2.4 – There was good evidence of materials and resources used by candidates to prepare for the event. These included letters, emails, permission requests, photographs and financial documentation.

2.5 – Many events appeared to have been very successful. Photographic evidence was clear, however these should be clearly labelled. Detailed witness statements from centres assisted with both the marking and moderation process, however, a signed witness statement should be included for **all** candidates.

2.6 – Many candidates gave interesting and informed evaluations of their events. Many detailed personal perception, team reflection and witness statements. Some included questionnaires to garner customer feedback. Weak or poor recommendations for the future prevented candidates gaining the higher mark bands.

Some markers do not annotate candidate work. Centres should ensure that they clearly annotate where the candidate has progressed through the mark bands, this will aid with both marking and moderating.

TRAVEL & TOURISM

Paper 9395/31
Destination Marketing

Key messages

- Candidates should be familiar with applying information from the Insert to the context of the questions posed.
- There have been many instances where candidates write lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set.
- It is important that, at this level, candidates do not rely on the wording of the Insert or copy sections out as part of their answers. Candidates are expected to have the necessary skills with which to write independently within an applied context.

General comments

Candidates should maintain relevance and focus to the question as there were many instances of generalised answers about the marketing and branding processes rather than answers specific to the context of the questions set.

Comments on specific questions

Question 1

- (a) The majority of responses identified at least one appropriate role and most answers were further developed to score the marks for explanation.
- (b) Answers here tended to be somewhat confused referencing how a brand identity can be created rather than why a brand might be created.
- (c) There were some excellent responses here, with a range of methods being considered and their relative value judged. There were many answers which also made reference to the range of Key Performance Indicators that can be used to monitor brand effectiveness, and although these were not the focus of the question, some credit was given where candidates could develop the strength of their argument, with links to the key methods for monitoring.

Question 2

- (a) Most candidates used the Insert to identify two market segments. Better responses used the syllabus terminology in referring to market segmentation, e.g. travel motivation, psychographic segmentation, rather than only using categories such as cultural tourists.
- (b) The best answers took each of the identified core values from the Insert and analysed how each helped to position Korea in the minds of tourists/investors. Less well-developed answers tended to describe the value based heavily on the text within the Insert.
- (c) There were some excellent suggestions here within well-developed answers at the top end of performance. Weaker responses described the brand logo and the four core values, without making recommendations for improvements.

TRAVEL & TOURISM

Paper 9395/32
Destination Marketing

Key messages

- Candidates should be familiar with applying information from the Insert to the context of the questions posed.
- There have been many instances where candidates write lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set.
- It is important that, at this level, candidates do not rely on the wording of the Insert or copy sections out as part of their answers. Candidates are expected to have the necessary skills with which to write independently within an applied context.

General comments

Candidates should maintain relevance and focus to the question as there were many instances of generalised answers about the marketing and branding processes rather than answers specific to the context of the questions set.

Comments on specific questions

Question 1

- (a) Most candidates did not relate their answers to the syllabus content regarding challenges, and instead copied exclusively from the Insert material.
- (b) There were some good answers which discussed factors such as cost and global reach. The best answers ranked the factors by importance, with justification of these rankings. Weaker responses listed communication methods but made no reference to the factors affecting the choice.
- (c) Most candidates identified and described appropriate tools and techniques. Weaker responses included only one or two tools. The best answers compared the suitability of three or more tools, or techniques, giving a recommendation as to which would be best for Rhode Island to have used, with a full justification why this would be the most suitable.

Question 2

- (a) Many responses described two forms of the same research method e.g. questionnaire and focus groups, which limited access to marks as these are both examples of primary research. Few explained the methods by applying their choice to the context of the Jamaica Tourist Board.
- (b) Most candidates made a good attempt to answer this question. The best answers chose only one stage and used evidence from the Insert to analyse exactly why Kingston is at that stage, and suggested which stage might be next and how Kingston could manage that situation through further development or rebranding. Weaker responses described the characteristics of each stage with a lack of development before coming to a conclusion of which stage Kingston is at.
- (c) Many answers were well-developed, picking up on the need to provide high quality, luxury products and services to match the 'premier' tag. There were good recommendations across all 4P's about amending or changing the current offering. Weaker responses identified the 4Ps but did not suggest ways to adapt the existing 4Ps to market Jamaica as the 'premier' Caribbean destination.

TRAVEL & TOURISM

Paper 9395/33
Destination Marketing

Key messages

- Candidates should be familiar with applying information from the Insert to the context of the questions posed.
- There have been many instances where candidates write lengthy and detailed answers, relevant to the syllabus in general but not specific to the actual question set.
- It is important that, at this level, candidates do not rely on the wording of the Insert or copy sections out as part of their answers. Candidates are expected to have the necessary skills with which to write independently within an applied context.

General comments

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TRAVEL & TOURISM

Paper 9395/41
Destination Management

Key messages

- Take note of mark allocations of each question.
- Write in full sentences and do not use cell phone 'text' words.
- Handwriting must be clear and readable.
- Answer only the question being asked.
- Understand the command word meanings.
- Use relevant key tourism terminology.

General comments

Generally candidates performed reasonably well on this paper.

Many candidates demonstrated good understanding of key tourism definitions such as environmental and economic impacts. There were many successful candidates who produced concise, relevant information on the longer style responses.

Candidates do not always gain the higher banded marks due to not demonstrating the higher order skills of analysis, evaluation and discussion. Many candidates identified or explained points made. On occasion examples to demonstrate their points were not always accurate or clearly expressed. For the shorter response questions, candidates should be reminded that if they are asked for e.g. two explanations for 4 marks, they should make two identification points and explain both points. They should not give four or five identification responses.

Candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary.

Finally, 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. There was no confusion over rubrics and timing does not appear to have been a problem for the majority of candidates answering all questions.

Comments on specific questions

Question 1

- (a) This was reasonably well answered, most candidates explained two reasons why the New Zealand government and tourism operators would want to reduce the negative media impact of the recent earthquake. The case study allowed for development of this question and the most common responses were: to prevent tourist numbers from dropping; to reduce damage to the reputation of New Zealand and to reduce long term negative economic impacts.
- (b) There were some good responses as candidates gave good explanations showing reasonable understanding of the negative economic impacts including loss of income, jobs and negative multiplier effect. The better responses included an assessment of these impacts and related to the situation in destinations such as New Zealand.
- (c) This was very well answered. Many candidates explained environmental objectives. However, not all evaluated the objectives that had been identified. Candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.

Question 2

- (a) This question was reasonably answered. Some candidates clearly explained why the SLTDA might want to influence the curriculum to enable future success of the tourism industry in Sri Lanka. Some candidates gave generic responses relating to economic impacts and did not consider the role of education and training mentioned in the Insert.
- (b) This question was well answered. Many candidates explained the SLTDA destination management activities given in the case study. There were very good examples particularly of Environmental Impact Assessments and carrying capacity. Once again in order to access the higher band marks candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.
- (b) This question was reasonably well answered. Most candidates explained the methods which the SLTDA might use to preserve the socio-cultural traditions of the local communities in Sri Lanka. Most common responses included: issue a code of conduct, education and strengthen the cultural identity using tour guides and information. Without evaluation, responses could not be awarded Level 3 (higher) marks.

TRAVEL & TOURISM

Paper 9395/42
Destination Management

Key messages

- Take note of mark allocations of each question.
- Write in full sentences and do not use mobile phone 'text' words.
- Handwriting must be clear and readable.
- Answer only the question being asked.
- Understand the command word meanings.
- Use relevant key tourism terminology.

General comments

Generally candidates performed reasonably well on this paper.

Many candidates demonstrated good understanding of key tourism definitions such as environmental and economic impacts. There were many successful candidates who produced concise, relevant information on the longer style responses.

Candidates do not always gain the higher banded marks due to not demonstrating the higher order skills of analysis, evaluation and discussion. Many candidates identified or explained points made. On occasion examples to demonstrate their points were not always accurate or clearly expressed. For the shorter response questions, candidates should be reminded that if they are asked for e.g. two explanations for 4 marks, they should make two identification points and explain both points. They should not give four or five identification responses.

Candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary.

Finally, 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. There was no confusion over rubrics and timing does not appear to have been a problem for the majority of candidates answering all questions.

Comments on specific questions

Question 1

- (a) This was reasonably well answered. Most candidates explained two reasons for the Royal Government of Cambodia having strong tourism brands. The case study allowed for development of this question and the most common responses were: to allow potential visitors to have some understanding of the image of the destination; to give competitive edge over other destinations and to identify with the destination.
- (b) There were some good responses that demonstrated reasonable understanding of the benefits of joint initiatives through sharing of time, labour and costings. The better responses demonstrated good understanding of governments and their roles and priorities.
- (c) This was very well answered. Many candidates explained negative impacts such as leakage in terms of export, labour and finances. Many responses had limited the marks available as they did not include evaluation of the impacts. It should be noted that simply stating both positive and negative impacts is not sufficient as an evaluation. Candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.

Question 2

- (a) This question was very well answered. Many candidates explained two negative socio-cultural impacts of tourism for Bali. Many candidates identified commodification, demonstration effect and loss of cultural identities.
- (b) This question was well answered. Many candidates explained negative environmental impacts of tourism on Bali. There were very good examples of environmental issues supported by the case study such as different forms of pollution, flooding and destruction of wildlife habitats. In order to access the higher band marks candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.
- (c) This question was reasonably well answered. Most candidates explained sustainable tourism policies for the Balinese authorities in order to prevent negative environmental impacts. The most common responses included: preservation and regeneration policies, strengthening economic objectives and introducing environmental laws to protect landscapes. Without evaluation, responses could not be awarded Level 3 (higher) marks.

TRAVEL & TOURISM

Paper 9395/43
Destination Management

Key messages

- Take note of mark allocations of each question.
- Write in full sentences and do not use mobile phone 'text' words.
- Handwriting must be clear and readable.
- Answer only the question being asked.
- Understand the command word meanings.
- Use relevant key tourism terminology.

General comments

Generally candidates performed reasonably well on this paper.

Many candidates demonstrated good understanding of key tourism definitions such as environmental and economic impacts. There were many successful candidates who produced concise, relevant information on the longer style responses.

Candidates do not always gain the higher banded marks due to not demonstrating the higher order skills of analysis, evaluation and discussion. Many candidates identified or explained points made. On occasion examples to demonstrate their points were not always accurate or clearly expressed. For the shorter response questions, candidates should be reminded that if they are asked for e.g. two explanations for 4 marks, they should make two identification points and explain both points. They should not give four or five identification responses.

Candidates should try and avoid repeating the question in their response. This takes up valuable time and space and is not necessary.

Finally, 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. There was no confusion over rubrics and timing does not appear to have been a problem for the majority of candidates answering all questions.

Comments on specific questions

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- (b) There were some good responses that demonstrated reasonable understanding of the benefits of joint initiatives through sharing of time, labour and costings. The better responses demonstrated good understanding of governments and their roles and priorities.
- (c) This was very well answered. Many candidates explained negative impacts such as leakage in terms of export, labour and finances. Many responses had limited the marks available as they did not include evaluation of the impacts. It should be noted that simply stating both positive and negative impacts is not sufficient as an evaluation. Candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.

Question 2

- (a) This question was very well answered. Many candidates explained two negative socio-cultural impacts of tourism for Bali. Many candidates identified commodification, demonstration effect and loss of cultural identities.
- (b) This question was well answered. Many candidates explained negative environmental impacts of tourism on Bali. There were very good examples of environmental issues supported by the case study such as different forms of pollution, flooding and destruction of wildlife habitats. In order to access the higher band marks candidates must weigh up their evidence and present this with justification. A full evaluation with concluding paragraph was required to gain full marks.
- (c) This question was reasonably well answered. Most candidates explained sustainable tourism policies for the Balinese authorities in order to prevent negative environmental impacts. The most common responses included: preservation and regeneration policies, strengthening economic objectives and introducing environmental laws to protect landscapes. Without evaluation, responses could not be awarded Level 3 (higher) marks.