Cambridge Assessment International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/11**

Paper 1 Core Module **May/June 2022**

MARK SCHEME

Maximum Mark: 100

Published

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Question	Answer	Marks
1(a)	**Identify the following:** Award one mark for each correct identification. **one source market from the continent of North America:** Canada/Mexico **the amount spent by international visitors:** $2bn **the number of years domestic tourism has increased:** nine/9 **the average length of stay in Virginia:** 2.3 nights **the number of seasons in Virginia:** four/4 Award these responses only	**5**
1(b)	**Define the term 'domestic tourism'.** Award one mark for accurate identification of a characteristic of domestic tourism and one mark for accurate descriptive development. Tourists/people who travel/take a holiday [1] within their home/own country [1] Credit all valid responses in context.	**2**
1(c)	**Explain <u>three</u> likely reasons why Virginia is so popular with domestic tourists.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. Same language [1] ease of travel [1] Same culture [1] understand/know how to act/behave [1] No need to exchange currency [1] no loss of money/convenient [1] Quick/easy to travel to [1] compared to long haul/other countries [1] Understand transport and tourism infrastructure [1] comfortable/ease [1] Cheaper [1] than travelling abroad [1] VFR [1] special occasion/tourists can take multiple trips per year as cheaper form of tourism [1] More awareness of the destination [1] advertising with the country to target domestic tourists [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
1(d)	**Explain <u>three</u> positive economic benefits of tourism.** Award one mark for the correct identification of a positive economic benefit and award a second mark for explanatory development of the benefit. Multiplier effect [1] economic benefits spreads in the community/country [1] Increases country's tax income [1] spend on the local population/infrastructure development [1] Jobs [1] local people better living standard/reduces unemployment [1] Contribute to balance of payments [1] tax spend by national government improving local facilities/infrastructure [1] Local businesses sell to tourists [1] local wealth [1] Credit all valid responses in context.	**6**
1(e)	**Assess the impacts on Virginia's tourism industry of most visitors staying for the purpose of visiting friends and relatives.** Indicative content: Most don't spend on accommodation/other tourism services – decreased economic benefit More likely to spend in the wider economy – shopping for groceries etc. May become repeat visitors – affordable trip – repeat visitors is a measure of success for a destination Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of the impact/s. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for analysis clearly indicating how the impact/s affects the destination. **Level 1 (1–2 marks)** will identify up to two valid impacts providing some detail within the context but will be mainly descriptive. **Level 0 (0 marks)** No content worthy of credit.	**6**

Question	Answer	Marks
2(a)	**State <u>three</u> different types of man-made attractions.** Award one mark for each correct identification. Museum Theme park Event Park/garden Entertainment site Theatre Historical/ancient buildings City walls Monuments/statues Credit all valid responses in context.	**3**
2(b)	**Describe <u>two</u> roles of national governments in tourism development.** Award one mark for the correct identification of a role and award a second for descriptive comment of the role in context. Create tourism policy [1] lead/control the development of the industry [1] Fund tourism promotion [1] NTSs/tourist boards [1] Fund tourism infrastructure [1] airports [1] Set aims and objectives for the industry [1] governance [1] Set tourism legislation/laws [1] protection of historical sites /accessibility [1] Credit all valid responses in context.	**4**
2(c)	**Describe <u>three</u> constraints to infrastructure improvements in the Old City of Jerusalem.** Award one mark for the correct identification of a constraint and award a second for descriptive comment of the constraint in context. Physical environment [1] hilly [1] Buildings protected/can't be altered [1] changes/improvements limited [1] Cultural sensitivities [1] maintain and respect ancient culture [1] Protected/World Heritage site [1] traditional and historic aspects must be maintained [1] Surrounded by city walls [1] expansion opportunities limited/none [1] Laws [1] accessibility/protection of history and culture [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
2(d)	**Explain how accessibility developments have improved the appeal of the Old City of Jerusalem to <u>each</u> of the following tourists:** Award one mark for the correct identification of an improvement and award a second for explanatory development of the improvement in context. **families with young children** Smooth raised walkways [1] easier for buggies/strollers [1] Accessibility maps [1] show routes suitable for buggies/strollers [1] Ramps [1] easier for buggies/strollers/unsteady children [1] Handrails [1] young children can hold for safety [1] Audio apps [1] keep children entertained [1] **physically disabled tourists** Handrails [1] limited mobility tourists can hold on [1] Ramps [1] wheelchair access/easier if unsteady on feet [1] Smooth raised walkways [1] access areas previous inaccessible [1] Accessibility maps [1] show best route for wheelchairs [1] Translated apps [1] available to all [1] **hearing impaired tourists** Audio apps [1] hear/change volume settings to hear [1] Apps [1] can be used with phone and hearing tools [1] Credit all valid responses in context.	**6**
2(e)	**Discuss the importance of protecting ancient historical and cultural destinations.** Indicative content: Sustainable tourism Prevents damage – preventing loss of appeal/tourists/future generations Maintains better relationships with host population Often main motivation to travel to the area/USP – if lost, tourists lost. Sacred/important/identity of history/culture of the country/protect cultural identity Important for educating about history/culture Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of protection. Better answers will have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how protection affects the destination/tourism in the destination. **Level 1 (1–2 marks)** will identify up to two valid reasons providing some detail within the context but will be mainly descriptive. **Level 0 (0 marks)** No content worthy of credit.	**6**

Question	Answer	Marks
3(a)	**Identify <u>three</u> different services provided at the TIC shown in Fig. 3.1.** Award one mark for each correct identification. Cash machine Information/leaflet stand Airport/train station transfer ticket/transport Tour/excursion booking Credit all valid responses in context.	**3**
3(b)	**Explain <u>two</u> likely reasons why TICs are often located in city centre areas.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. Good footfall [1] access and serve more tourists [1] Close to tourist amenities [1] captive audience [1] Sell tickets for the surrounding transport/attractions [1] more successful in providing the service [1] Near main attractions/main transport links [1] more accessible [1] Credit all valid responses in context.	**4**
3(c)	**Describe <u>three</u> ways a TIC provides information to tourists.** Award one mark for the correct identification of a way and award a second mark for descriptive comment of the way in context. Website/online [1] available 24-7/easily updated/can be translated [1] Email [1] for tourists unable to access the TIC [1] Information boards/billboards [1] catch attention of passers-by [1] Leaflet/brochure [1] pictures/images/details [1] App [1] up to date/on the move [1] Face to face [1] via agents/staff in shop [1] Map [1] information as well as directions [1] Sign [1] catch attention of tourists [1] Pictures/images [1] no language barrier [1] Credit all valid responses in context.	**6**

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Question	Answer	Marks
3(d)	**Explain <u>one</u> reason why <u>each</u> of the following skills are important for staff working in TICs:** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. **numeracy** Calculate money [1] sell tickets/give correct change/charge [1] Give correct information/charge [1] calculate times of tours [1] **clear speech** Understandable/communicate clearly [1] professional/no confusion/if not it can cause dissatisfied customers [1] Customer service [1] tell customers about products/services purchased [1] **literacy** Accuracy [1] record customer details bookings [1] Complete paperwork/booking forms [1] tourists have accurate details /instructions [1] Credit all valid responses in context.	**6**
3(e)	**Discuss the importance of destinations having a range of accommodation services available to tourists.** Indicative content: Variety – choice Encourage repeat visitors – try different accommodation Different budgets – something suitable for all Appeal to variety of tourists/different needs and wants – business/leisure/luxury etc. Brand image Competition/competitive edge Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of a reason or impact. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how it will impact/effect the destination/tourist. **Level 1 (1–2 marks)** will identify up to two valid reasons providing some detail within the context but will be mainly descriptive. **Level 0 (0 marks)** No content worthy of credit.	**6**

Question	Answer	Marks
4(a)	**Identify <u>three</u> ways passengers using the water bus shown in Fig.4.1 are kept safe.** Award one mark for each correct identification. Lifebuoys/ring/safety equipment Handrails/barrier Staff Flat surfaces/ramps No steps Enclosed seating Staff on pier/deck to guide tourists Rope keeping boat a safe distance from the pier Award these responses only.	**3**
4(b)	**Describe <u>two</u> environmental benefits of public transport.** Award one mark for the correct identification of benefit and award a second mark for descriptive comment of the benefit in context. Less congestion on roads [1] fewer individual cars on road [1] Less pollution [1] shared transport/fewer vehicles [1] Less noise pollution from vehicles [1] fewer single passengers [1] Lower carbon footprint [1] use vehicle already taking route e.g. bus [1] Alternative fuel public transport [1] environmentally friendly transport/travel without the environmental impact [1] Credit all valid responses in context.	**4**
4(c)	**Explain <u>three</u> reasons why tourists might be attracted to using the water bus service.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. Different view of the city [1] sightseeing from the river [1] Quicker [1] land transport heavily congested/quickest route [1] New experience [1] never been in water taxi before [1] Affordability [1] cheaper than individual transport/other methods of crossing the water [1] Personal preference [1] preferred mode of transport [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
4(d)	**Describe <u>three</u> ways Ho Chi Minh City can make the timetable of the water bus service available to tourists.** Award one mark for a correct identification of a way and a second mark for descriptive comment of the way in context. Tourist information centre [1] place tourists go for info [1] Internet [1] 24-7/easily translated [1] App [1] accessible on the go [1] Leaflets [1] left in hotels etc./easy to carry around [1] Brochure [1] included with other relevant information [1] Poster/information board [1] prominent locations [1] Social media [1] easily updated/current/service disruptions [1] Credit all valid responses in context.	**6**
4(e)	**Discuss the importance of sustainability in tourist destinations.** Indicative content: Protect the future of tourism in the destination Minimise negative impacts, maximise positive impacts of tourism Minimise social cultural impacts and maintain relations between tourist and host population Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how sustainability impacts the destination. **Level 1 (1–2 marks)** will identify up to two reasons providing some detail within the context but will be mainly descriptive. **Level 0 (0 marks)** No content worthy of credit.	**6**