Cambridge Assessment International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/12**

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.

This document consists of **13** printed pages.

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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. **the fee for home sharing accommodation:** $7/7 dollar **the number of visitors to St. Lucia:** over 1.2 million **the percentage of staying visitors in St Lucia:** 30 Award these responses only.	**3**
1(b)	**State <u>four</u> different types of accommodation.** Award one mark for each correct identification. Hotel Guesthouse Camping/campsite/glamping/tent/yurt Bed and Breakfast/B&B Hostel Motel Villa Caravan/camper van/RV Resort Serviced apartment/rental apartment/apartment Airbnb/Home share Yacht Cruise ship Lodge Inns Credit all valid responses in context.	**4**
1(c)	**Explain <u>three</u> benefits to destinations of developing local tourism products.** Award one mark for the correct identification of a benefit and award a second mark for explanatory development of the benefit in context. Increased economic benefits/tax [1] used to improve destination/local facilities/from local tourism businesses [1] Improve local income/GDP [1] reduces need for imports/leakage [1] Promotes local culture/heritage [1] protects/preserves/creates awareness of the local culture rather than exploits it/attracts cultural tourists [1] Jobs for locals [1] multiplier effect/improved standard of living/reduces unemployment [1] Increase in visitors [1] increasing spend on local products boosts local economy [1] Improves local destination brand/increases appeal/competitiveness [1] provide more localised/authentic experience/unique experience/brand [1] More control over quality of products and services [1] local tourism organisations will comply with local tourism aims/culture [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
1(d)	**Explain <u>three</u> reasons why accommodation providers measure their occupancy rate.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason. Track/monitor performance/track growth or decline [1] set informed goals/targets/set prices according to demand/inform marketing decisions [1] Report to national tourist boards [1] monitor performance of tourism in the country/better promote the destination [1] Track changes [1] evaluate if changes made have improved occupancy/success of marketing campaign/s [1] Know peak and off-peak times [1] understand patterns of demand [1] Market research [1] analyse/evaluate changes [1] Compare with other accommodation providers [1] know market position [1] Credit all valid responses in context.	**6**
1(e)	**Discuss likely impacts on St Lucia's tourism industry of charging staying visitors an accommodation fee.** Indicative content: Tourists put off visiting – St. Lucia already has low number of staying visitors Negative impact on the destination brand – Caribbean is a competitive area Tourists stay for short time/day trip – due to higher costs/budget restrictions Positive economic benefits – further funds to invest in local facilities/infrastructure Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of the impact. Better answers will have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for analysis clearly indicating how the impact affects tourism/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 the <u>three</u> main reasons for travel.** Award one mark for each correct identification. Business Leisure VFR/Visiting Friends and Relatives/Visiting Friends or Relatives Award these responses only.	**3**
2(b)	**State <u>four</u> likely positive impacts of extending the opening hours of visitor attractions.** Award one mark for each correct identification. Increased economic benefits/multiplier Attracts more tourists/visitors/increase new markets e.g. domestic tourists Share/learn culture and history further Destination becomes more successful Avoid over crowding Increased income Increased employment opportunities/increase in jobs Increased dwell time Increased customer satisfaction Credit all valid responses in context.	**4**
2(c)	**Explain <u>three</u> ways visitor attractions can manage large crowds.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. Timed tickets [1] spread tourists/demand throughout the day [1] Increase/introduce a price for entry [1] put tourists off [1] Only enter with a guide [1] control behaviour when at the attractions [1] Restrict opening hours [1] less tourist can enter in one day/allow time for repairs and maintenance [1] Extend opening hours [1] spread out tourists throughout the day [1] Decrease/implement a carrying capacity [1] don't allow crowding to take place [1] Hire more staff/security staff [1] instruct/divert people to avoid crowds developing [1] Increase prices/charge for entry [1] reduce demand from price sensitive customers [1] A queue system/barrier [1] organised and monitored [1] Booking system [1] limit overcrowding by restricting booking time slots [1] Signs/posters/brochures [1] one way system/remind people not to form large crowds [1] One-way/set route/entrance and exit [1] control tourists' movement around the attraction to minimise risk of crowds [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
2(d)	**Explain <u>three</u> likely negative environmental impacts of overcrowding at visitor attractions.** Award one mark for the correct identification of a negative environmental impact and award a second for explanatory development of the negative environmental impact in context. Congestion [1] more cars visiting the attraction causing over crowding on the local roads [1] Noise pollution [1] more visitors talking/arriving in cars [1] Damage to attraction/physical environment [1] trampling/large volumes walk around the attraction/footpath erosion/cars park on grass if car park full [1] Air pollution [1] more cars arriving at the attraction [1] Litter [1] bins full/more tourists throw away waste – too much to manage [1] Traffic congestion [1] more tourists travel to the attraction [1] Visual pollution/panoramic view damage [1] view blocked [1] Water pollution [1] more boats causing congestion/higher risk of oil spills [1] Disturb wildlife [1] noise from large crowds/damaging natural areas [1] Habitat loss/damage to natural landscape [1] expand to accommodate increased number of tourists/more space less chance of crowds [1] Overuse of natural resources [1] more people, more resources used leaving local supply short [1] Credit all valid responses in context.	**6**
2(e)	**Assess the negative social cultural impacts of religious sites becoming visitor attractions.** Indicative content: Locals/pilgrims cannot carry out their traditions in privacy /without being disturbed Changes the nature of the site – religious to visitor attraction Cause conflict between tourists and locals Locals pushed out/unable to carryout religious practices at the site Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of the impacts. Better answers will have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how the impact affects the host population **Level 1 (1–2 marks)** will identify up to two valid negative 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
3(a)	**State <u>three</u> likely personal presentation requirements for ticket agents.** Award one mark for each correct identification. Short/tidy/neat hair Uniform/cleaned/pressed name tag/badge Short clean nails No body odour/hygienic No/limited jewellery No visible tattoos/piercings No excess perfume Credit all valid responses in context.	**3**
3(b)	**Describe <u>two</u> ways ticket agents can explain the tour details to tourists who speak a different language.** Award one mark for the correct identification of a way and award a second mark for descriptive comment of the way in context Use leaflet/map [1] show the route/main features/times [1] use translation tool/app [1] explain in their language using technological aid [1] Credit all valid responses in context.	**4**

Question	Answer	Marks
3(c)	**Describe the way ticket agents use each of the following skills:** Award one mark for the correct identification of a way and award a second mark for descriptive comment of the way in context. **ICT skills** Record bookings on reservation system [1] accuracy/confirm reservations [1] Respond to customer emails [1] give details/customer service [1] View available bookings/make a booking [1] up to date live data [1] Print out tickets/tour details [1] help a customer who may not have printed ticket/digital ticket [1] Create promotional material [1] to create demand [1] **numeracy skills** Calculate money [1] sell tickets/give correct change/charge [1] Give correct information/charge [1] calculate times of tours [1] Currency exchange [1] tickets may be sold in multiple currencies, accurate in the right currency [1] **literacy skills** Accuracy [1] record customer details bookings [1] Understand information about tours [1] read literature/information correctly/give customers correct information [1] Create promotional material [1] to sell the tour/inform tourists of what is included in the tour [1] Credit all valid responses in context.	**6**
3(d)	**Explain <u>three</u> ways ticket agents could use tact and diplomacy to deal with tourists who arrived too late for a tour.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. Explain the tour has already left/it is too late to join the tour [1] explain/offer alternatives [1] Gently explain time frame/need to arrive early/on time [1] show where the departure information is shown/displayed [1] Politely explain to the tourists the need for a prompt departure [1] discuss alternative tour options [1] Offer to book/inform tourist on next tour [1] explain new time clearly [1] Discuss with tourist in a private area [1] any conflict kept private/good customer service [1] Give customer a refund [1] if unable to get them on the next tour [1] Offer a discount on a new booking [1] pacify with reduced price on new ticket [1] Apologise in general terms and explain they can't take the tour [1] good customer service [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
3(e)	**Discuss the importance of tour companies offering technological applications for booking tours.** Indicative content: Alternative methods – provide for all customers booking preferences Can be easily translates – oversea tourists Available overseas e.g. websites – attract more tourists Book in advance easily- tour/trip planning Meeting customer expectations/competitive advantage Quicker/efficient booking Pay in other currencies Convenient/easier Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of a reason. 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 organisation/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**
4(a)	**State the following:** Award one mark for each correct identification. **one sea which borders the continent of Africa:** Atlantic/Mediterranean/Red Sea/Indian Ocean **the line of latitude that divides the northern and southern hemisphere:** equator **the largest continent of the world:** Asia Award these responses only.	**3**

Question	Answer	Marks
4(b)	**State <u>four</u> tourist activities likely in mountain destinations.** Award one mark for each correct identification. Walking/hiking/trekking/mountain climbing Camel rides/camel treks Mountain biking Skiing Bird watching Trail running Abseiling/rock climbing/bouldering Bungee jumping Swimming in a mountain lake Snowboarding Hunting Paragliding Zip line Credit all valid responses in context.	**4**
4(c)	**Explain <u>three</u> positive social and cultural impacts of selling traditional arts and crafts as souvenirs.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. Preservation of crafts [1] skills of making souvenirs passed between generations [1] Increased cultural understanding/education [1] culture shared/educate as produce [1] Cultural pride [1] locals motivated to maintain and preserve culture [1] Renaissance of arts/crafts [1] preservation of culture [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
4(d)	**Explain <u>one</u> reason why each of the following are important in creating a successful destination:** Award one mark for a correct identification of a reason and a second mark for explanatory development of the reason in context. **transport** Tourists need to be moved to the area [1] enable them to come and spend [1] Tourists need to move around the destination [1] spread the positive impacts in the destination/country [1] Efficient/good transport system attracts more visitors [1] competitive edge [1] **attractions** Motivation for travel/pull factor [1] main reason for vising the destination/tourists stay longer/spend more [1] Provides entertainment/activities [1] tourist enjoy the destination/customer satisfaction/positive reviews [1] **accommodation** Place to stay [1] stay longer than day/spend more money at the destination [1] Meeting the needs of tourists [1] variety of types for different wants/needs [1] Attracts staying visitors [1] more value for the destination than day visitors [1] Credit all valid responses in context.	**6**
4(e)	**Using examples, discuss how tourism destinations are perishable.** Indicative content: Altered through overuse – change the nature of the destination Over-developed Destination has not used sustainability principles Over crowding Enhanced risk of crime – tourists don't feel safe to visit Change in fashion/trend Bad publicity/reviews Natural disasters damages destination Health crisis makes destination unsafe Credit all valid responses in context. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance of the impact. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how it impacts the destination **Level 1 (1–2 marks)** will identify up to two ways/examples providing some detail within the context but will be mainly descriptive. Accurate example may or may not be given. **Level 0 (0 marks)** No content worthy of credit.	**6**