Cambridge Assessment International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/21**

Paper 2 Alternative to Coursework **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)(i)	**Identify <u>two</u> opportunities for tourism in Mauritius.** Award one mark for each correctly identified opportunity. Scope for food and heritage (1) New aircraft obtained by Air Mauritius (1) Medical and eco-tourism (1) Introduction of direct flights from China, Kenya and Turkey (1) Cruise Tourism with the construction of a new cruise terminal (1) MICE tourism (1) Award these responses only.	**2**
1(a)(ii)	**Identify <u>two</u> threats for tourism in Mauritius.** Award one mark for each correctly identified threat. Rising cost of air tickets (1) Natural disasters (1) Emerging trend of all-inclusive packages (1) Changing patterns of travel (1) Competition from Sri Lanka, Maldives, Goa and Seychelles (1) Adverse impact of climate change (1) Award these responses only.	**2**
1(b)	**Other than a SWOT analysis, describe <u>three</u> ways tourist boards can determine their market position.** Award one mark for an identified way and another mark to show how it can judge its market position. Marketing mix (1) discover if correct mix is used to achieve optimal customer numbers/to find out if changes to the mix could benefit them (1) Assessment of sales/revenue/visitor numbers (1) confirmation of demand (1) Analysis of the competition (1) to know the degree of competition in the market (1) Market research (1) shows how the market is performing (1) Primary/field methods of research (1) find out the views of customers (1) Secondary/desk research methods (1) data is used to analyse trends of competition (1) PEST (1) checks external influences to know any influences (1) Product life cycle (1) ascertain future prospects of products and services (1) Accept any other reasonable response in context.	**6**

Question	Answer	Marks
1(c)	**Explain the benefits of <u>two</u> different types of primary research.** Award one mark for identification of a method of research and two additional marks for explanations of the benefits of each. Questionnaires (1) answered directly by the customer as done in person (1) quick response (1) can have large sample (1) Telephone and internet (1) quick and fairly cheap (1) easy to set up and use by customers (1) Exit surveys/surveys (1) immediate feedback (1) good source of information (1) Postal surveys (1) reaches all groups (1) beneficial to those without telephone or internet (1) done in customer's own time (1) no pressure (1) Focus groups (1) get a group feeling (1) can save time and money (1) broader range of information (1) Accept any other reasonable response in context.	**6**

Question	Answer	Marks
1(d)	**Assess the importance of using marketing analysis tools, such as SWOT, for Mauritius** Indicative content: SWOT Identifies positive and negative influences on its activities which are within its control, too many threats and weaknesses could affect tourist numbers. Gives a better awareness of changes that may occur and the impact these changes might have. Shows position in market and helps to plan for the future. Helps in the development of an effective marketing mix. Aids in the development of a tourist destination, begin campaigns and target opportunities. PEST Shows the external factors that pose a problem on the development of a destination that is beyond its control this enables the destination to assess any risks. Political – government regulation, civil unrest, acts of terrorism Economic – foreign exchange rates, periods of recession, lowering disposable income so there are less customers. Social – threats of pandemics, crime rates and the attitudes of locals. Technological – infrastructure development such as construction of airports and hotels to increase numbers, internet has transformed marketing of products and services, places without technological improvements will be at a disadvantage. Accept any other reasonable response in context. Mark using level of response criteria. **Level 3 (7–9 marks)** At this level candidates will assess how 1, 2 or more uses of both of the marketing tools could be developed specifically towards a destination. For top of the level a judgement should be made of the overall importance of these methods. **Level 2 (4–6 marks)** At this level candidates will explain 1, 2 or more uses of both of the marketing tools which could be developed. **Level 1 (1–3 marks)** At this level candidates will identify 1, 2 or more uses of one of the marketing tools which could be developed. **Level 0 (0 marks)** No content worthy of credit.	**9**

Question	Answer	Marks
2(a)(i)	**Identify <u>two</u> of Dorset's target markets.** Award one mark for each of two valid answers. Education tourism Business tourism Families Under 35's Day visitors Award these responses only.	**2**
2(a)(ii)	**Identify <u>two</u> ways Dorset intends to attract visitors.** Award one mark for each of two valid answers. Special events Festivals Conferences Build a brand Campaigns Award these responses only.	
2(b)	**Explain why <u>each</u> of the following pricing policies would be suitable at the introductory stage of the product life cycle.** Award 2 marks for the correct explanation of each pricing policy. **Market penetration** Used to gain entry as low prices are set (1) which will entice customers to the product/good value for money (1) Aims to get a large customer base (1) which will generate revenue quickly from high sales volumes (1) **Market skimming** New to the market so little to no competition (1) therefore they can charge higher prices aimed at customers who are prepared to pay more/pay a lot to be the first to try it (1) **Special offers** form of promotional price to attract customers (1) and encourage customer loyalty (1) Accept any other reasonable response.	**6**

Question	Answer	Marks
2(c)	**Explain <u>two</u> advantages to destinations of developing products and services to attract more educational tourists.** Award one mark for the correct identification of an advantage and a further two marks for the explanation. Increased number of customers at the same time (1) more foreign exchange (1) selling goods and services (1) Enhances and sustains competitiveness in local and global marketplace (1) strengthens economy (1) increased revenue/profit (1) Not concerned with seasonality (1) recommendations will bring more customers (1) repeat business (1) Employment generation (1) direct and indirectly (1) new partnerships within the industry (1) Accept any other reasonable response.	**6**
2(d)	**Discuss the benefits to destinations of using trade promotions to increase tourist numbers.** Indicative content: Gives access to every travel and tourism supplier in region and beyond, suppliers, carriers, intermediaries, destination marketing organisations. Gives access to companies and sellers who want to sell the product/destination. Gives access to general public who have an interest in what is offered. Everything is in one place giving time for meetings, interactions and deals. Advertisements in trade publications to get the eyes of the travel sectors around the country to your product, specific advertisements to your target market, can target individual suppliers etc. can send out direct mail. Creates a brand image for your product. Accept any other reasonable response in context. Mark using level of response criteria. **Level 3 (7–9 marks)** At this level candidates will discuss 1, 2 or more benefits of using trade promotions. Better answers may have a reasoned conclusion. **Level 2 (4–6 marks)** At this level candidates will explain 1, 2 or more benefits of using trade promotions. **Level 1 (1–3 marks)** At this level candidates will identify 1, 2 or more examples/features of trade promotions. **Level 0 (0 marks)** No content worthy of credit.	**9**

Question	Answer	Marks
3(a)(i)	**Identify <u>two</u> problems that single travellers often experience when booking a holiday** Award one mark for each correct problem identified. Often no single room Single supplements on packages and hotel rooms Lack of somebody to travel with so cannot afford to travel Accept any other reasonable response.	**2**
3(a)(ii)	**Identify <u>two</u> ways that Lone Travellers have developed their products for single travellers** Award one mark for each correct development identified. No supplements Affordable prices Single rooms Accept any other reasonable response from Fig. 3.1.	**2**
3(b)	**Explain how Lone Travellers might use the following to create a brand image:** Award two marks for each correct explanation **logo** Strong first impression (1) brings about familiarity (1) as it stands out (1) Grabs attention (1) shows brand values in an interesting way (1) Separates you from the competition (1) encourages loyalty (1) **slogan** Memorable phrase to create an image (1) easy to identify and associate with the product (1) gives customers a positive attitude towards the brand (1) Draws attention to the brand (1) its products and benefits (1) tells what the brand stands for (1) Accept any other reasonable response in context.	**6**

Question	Answer	Marks
3(c)	**Explain <u>three</u> benefits to tour operators, such as Lone Travellers, of specialising in one target market.** Award one mark for the identification of a benefit and a second mark for explanation of the benefit. Product (1) it is easier and advantageous to know what your market is and then produce the products for that target market (1) Marketing (1) market research will be easier if there is only one group (1) more economical (1) Brand image (1) can focus brand image (1) only dealing with one target market (1) eliminates competition (1) Accept any reasonable response in context	**6**
3(d)	**Discuss how tour operators, such as Lone Travellers, might develop their marketing mix when entering a new market.** Indicative content: Promotion – advertise in places such as special interest magazines, student magazines, brochures, websites, and social media to create awareness of potential customers. Price – affordable prices with no additional supplements for single travellers. Discounted pricing and special offers to attract customers away from the competition due to the attractive pricing. Product – products should be appealing to the singles market, small group guided/escorted tours. Make sure the product is not the same as competitors. Place – locations offered must be places where single travellers will be happy with activities and amenities to suit their needs. New customers will be attracted if their needs are being met. Distribution channels – widens customer base, awareness. Online 24/7 worldwide. Accept any other reasonable response in context. Mark using level of response criteria. **Level 3 (7–9 marks)** At this level candidates will discuss 1, 2 or more ways tour operators cab develop their marketing mix. Better answers may have a conclusion about which ways are most important. **Level 2 (4–6 marks)** At this level candidates will explain 1, 2 or more ways that the marketing mix has been developed, all 4 P's will be considered. **Level 1 (1–3 marks)** At this level candidates will identify 1, 2 or more ways that the marketing mix has been developed, and will mention elements of the 4 P's. **Level 0 (0 marks)** No content worthy of credit.	**9**

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Question	Answer	Marks
4(a)(i)	**Identify <u>two</u> activities offered to children by Vardees.** Award one mark for the identification of two correct activities. Pitch and putt golf Swimming Waterslide Crazy golf Kids club Pirate ship Tennis Football Trampolining Accept these responses only.	**2**
4(a)(ii)	**Suggest <u>two</u> market segments that might be attracted to camping and caravan holidays.** Award one mark for the identification of two correct market segments. Families Singles Couples Groups Education tourists Budget Eco-tourists Backpackers Hikers Accept any other reasonable response.	**2**
4(b)	**Describe <u>three</u> ways Vardees Holiday Park has been developed to meet the needs of families.** Award one mark for a way and one mark for descriptive development of the way. Lots of activities that families can do together (1) pitch and putt/crazy golf (1) Kids pool (1) with waterslides and pirate ship (1) Adult only pool (1) allows parents downtime/away from noisy pool games Kids club/entertainment (1) children are safe/have a range of activities (1) Accommodation/caravans (1) different sizes for families (1) Accept any other reasonable response in context.	**6**

Question	Answer	Marks
4(c)	**Explain how marketing and promotion can affect <u>each</u> of the following:** Award up to three marks for the explanation of how each factor is affected **customer satisfaction** Marketing different products gives customers choice (1) decide if product suits their needs (1) if needs are met customers are more likely to return (1) Spread by word of mouth (1) attract new customers (1) can lead to customer loyalty (1) **increased sales** Boost short term sales (1) appeals to new customers (1) continues to attract previous customers (1) Profits increase (1) gain market share (1) assurance of a future (1) Accept any other reasonable response in context.	**6**
4(d)	**Discuss the factors likely to influence the choice of location for a campsite.** Indicative content: Physical factors, climate, shape of land, relief of land Cost related to acquiring the land or premises, rental or ownership Accessibility for deliveries, customers, roads, rail Security of the area, political instability, crime rates, social deprivation/standards of living of the area, living costs Infrastructure Adjacent facilities, are there restaurants/bars/attractions nearby Potential for growth if demand increases Competition, are there similar facilities in the area Skill base in area if workers are required Accept any other reasonable response in context. Mark using level of response criteria. **Level 3 (7–9 marks)** At this level candidates will discuss the relative importance of the factors. For the top level a judgement should be made of the overall importance of a factor. **Level 2 (4–6 marks)** At this level candidates will explain 1, 2 or more factors likely to influence choice of location. **Level 1 (1–3 marks)** At this level candidates will identify 1, 2 or more factors. **Level 0 (0 marks)** No content worthy of credit.	**9**