Cambridge Assessment International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/11**

Paper 1 Core Module **May/June 2023**

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 2023 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. **the amount of money lost in 2020:** $4.5 trillion **the number of tourism jobs in 2020:** 272 million **the amount domestic tourism spending declined by:** 45% **the number of tourism jobs lost in 2020:** 62 million **the percentage tourism contributed to GDP in 2019:** 10.4% Award these responses only.	**5**
1(b)	**Describe what is meant by the term 'GDP'.** Award one mark for 'Gross Domestic Product' and a second for descriptive comment about GDP. Gross Domestic Product [1] the measure of the value of an economy/value of goods and services sold in an economy [1] Credit all valid responses in context.	**2**
1(c)	**Explain <u>three</u> reasons why domestic tourism was least affected by the global pandemic.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. • Governments had restricted international travel [1] nowhere else to go [1] • Tourists felt safer in domestic environments [1] know risk factors [1] • Reduced risks [1] no need for flight/ferry [1] • Can use own transport [1] risk of exposure reduced [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
1(d)	**Explain <u>three</u> ways governments can help destinations to recover from a global pandemic.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. • Market/promote the country using the NTO [1] increased awareness of the destination/spread awareness of the safety protocols in place so tourists feel they will be safe in the destination [1] • Provide financial support/grants/subsidies [1] help to survive period of closure/lockdown [1] • Training on Covid safe ways [1] help organisation to operate safely [1] • Open borders with safety rules/regulations [1] allow tourists to travel safely [1] • Provide safety equipment e.g. masks/sanitiser [1] make travel safer [1] • Safety rules e.g. 2m distance [1] keep people safer [1] Credit all valid responses in context.	**6**
1(e)	**Discuss the impact on travel agents of a global pandemic.** Indicative content: Less people went on holiday – sales were down No income/no sales Loss of jobs Travel agencies go bankrupt Fewer destinations to sell – government restrictions Credit all valid responses in context – can be positive or negative impacts. Mark using level of response criteria. **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 travel agent. **Level 1 (1–2 marks)** will identify up to two valid impacts providing some detail within context but will be mainly descriptive. **Level 0 (0 marks)** no content worth of credit.	**6**

Question	Answer	Marks
2(a)	**State <u>two</u> services likely to be provided for tourists on a beach.** Award one mark for each correct identification. • Sunbed hire • Water sports activities • Food • Refreshments/drink • Beach store Credit all valid responses in context.	**2**
2(b)(i)	**State <u>three</u> different types of destinations.** Award one mark for each correct identification. • Beach • City • Mountain • Resort • Countryside • Theme park • Attraction Credit all valid responses in context.	**3**
2(b)(ii)	**State the following:** Award one mark for each correct identification. **the continent Brazil is in:** South America **if time in Brazil would be ahead or behind that of London, UK:** behind **the climate of Brazil:** tropical **the name of the ocean to the East of Brazil:** Atlantic Award these responses only.	**4**

Question	Answer	Marks
2(c)	**Describe <u>one</u> characteristic of each of the following accommodation types:** Award one mark for the correct identification of a characteristic and a second mark for descriptive development of the characteristic. **camp site** • Self-catering [1] place to stay outside with own tent or caravan [1] • A place you can stay in a tent/caravan [1] provides basic facilities e.g. toilets and washing facilities [1] **guest house** • Catered [1] small/limited rooms place to stay/limited services [1] • A small house used for accommodation/inexpensive B&B accommodation [1] sometimes in a private home [1] Credit all valid responses in context.	**4**
2(d)	**Explain how each of the following negative environmental impacts can be managed at beach destinations:** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. **litter** • Bins provided [1] place to put rubbish [1] • Notices/signs [1] remind tourist to use bin/don't litter/environmental impact of litter [1] **noise pollution** • Limit hours jet skis/speed boats can operate [1] noisy engines – keep noise to a minimum during peak hours [1] • Signs/notices to not play loud music [1] reduce noise pollution/keep the environment pleasant for all [1] **overcrowding/congestion** • Space outside sunbeds [1] control crowding [1] • Keep cars parked away from beach front [1] keep seafront clear [1] • Provide alternative attractions [1] attract tourists to other areas [1] • Limit marketing of the beach [1] less people aware – less will come [1] Credit all valid responses in context.	**6**

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Question	Answer	Marks
2(e)	**Discuss the importance of hotels monitoring their occupancy rate.** Indicative content: Track sales. Be aware of busy times and plan accordingly. Give information to NTO, track tourism in the country. Credit all valid responses in context. Mark using level of response criteria. **Level 3 (5–6 marks)** can be awarded for evaluative comment about the significance/importance. Better answers will have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating the benefit to the hotel or to tourism in the country. **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 worth of credit.	**6**
3(a)	**Identify <u>three</u> features of Explore the Maldives tour.** Award one mark for each correct identification. • Visit Male/Hulhumale/Guraidhoo/Maafushi • Transfer from/to airport • Ferries/local transport • Guided tour • Canoeing • Full board accommodation • Small local hotel • Snorkelling/guided snorkelling • Fishing • Activity instruction and equipment • Beach barbeque Credit all valid responses in context.	**3**
3(b)	**Explain <u>two</u> ways National Tourist Boards support tour operators who arrange tours in their country.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. • Promote tour/destination [1] increase customers/awareness of tour [1] • Provide statistics on tourist numbers/tourists needs and wants [1] help tour operator design a successful tour [1] • Provide advice/info/training [1] main attractions/transport routes [1] Credit all valid responses in context.	**4**

Question	Answer	Marks
3(c)	**Explain <u>three</u> ways the Explore the Maldives tour is sustainable.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. • Use local transport [1] minimise environmental impact/support local businesses/jobs [1] • Use local guides [1] reduce leakage from employing foreign guides/promotes local culture/creates employment [1] • Local accommodation used [1] support local jobs and business [1] • Minimal impact activities [1] can be carried without harming corals/sea life/less pollution than a motorboat [1] Credit all valid responses in context.	**6**
3(d)	**Explain <u>three</u> ways the tropical climate may limit activities included in the Explore the Maldives tour.** Award one mark for the correct identification of a way in context and award a second mark for explanatory development of the way in context. • Heavy rainfall [1] unable to canoe/snorkel/BBQ/fishing [1] • High temperatures [1] unable to enjoy tour of capital city due to heat [1] • High humidity [1] hard to breath when doing canoeing/snorkelling [1] • Tropical storms [1] too dangerous [1] Credit all valid responses in context.	**6**
3(e)	**Evaluate the importance of tour guides having good interpersonal skills.** Indicative content: Need to interact with a variety of different tourists. Good customer service – increase customer satisfaction. Need to be professional. Credit all valid responses in context. Mark using level of response criteria. **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 it will impact/effect the tourist/tour guide company. **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 worth of credit.	**6**

Question	Answer	Marks
4(a)	**State <u>three</u> cultural built attractions.** Award one mark for each correct identification. • Museum • Art gallery • Historic buildings • Temples/churches/mosques • Statue/tower Award these responses only.	**3**
4(b)	**Describe the following tourist types:** Award one mark for the correct identification of a characteristic and award a second mark for descriptive comment of the characteristic or identification of another characteristic. **day tripper** • Tourists that travels for less than 24 hours [1] returns home the same day/no overnight stay [1] **leisure tourist** • Tourists who travel for enjoyment/pleasure [1] vacation/holiday [1] Credit all valid responses in context.	**4**
4(c)	**Explain the appeal of the following transport types:** Award one mark for the correct identification of a reason for the appeal and award a second mark for explanatory development of the reason in context. **coach** • Cheaper than air travel [1] good for budget tourist [1] • Travel with others [1] like-minded travellers/talk to others [1] • Someone driving for you [1] don't get lost [1] **aeroplane** • Quick [1] good for longer distances [1] • Relaxing [1] no need to drive – staff look after you [1] **car** • Independence [1] own itinerary/make stops as needed/wanted [1] • No baggage limits [1] good for families with small children [1] Credit all valid responses in context.	**6**

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Question	Answer	Marks
4(d)	**Explain <u>three</u> ways the demonstration effect can be minimised.** Award one mark for a correct identification of a way and a second mark for explanatory development of the way in context. • Community tourism [1] local empowerment [1] • Educate tourists to behave responsibly/respectably when at destination [1] reduce the risk factors [1] • Rules and regulations [1] govern tourist behaviour [1] Credit all valid responses in context.	**6**
4(e)	**Assess the reasons why demand for tourism destinations will change over time.** Indicative content: Fashions and trends change. Increased competition. Loss of appeal – over tourism/overcrowding Credit all valid responses in context. Mark using level of response criteria. **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 the reason affects demand. **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 worth of credit.	**6**

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