Cambridge Assessment International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/13**

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)(i)	**State <u>two</u> types of natural attractions.** Award one mark for each correct identification. • Beach/coastline • Mountains • Lakes • Waterways Credit all valid responses in context.	**2**
1(a)(ii)	**State <u>two</u> types of built attractions.** Award one mark for each correct identification. • Museum • Theme/amusement park • Heritage centre • Sports facilities • Shopping centres/mall • Historic buildings/castles • Monuments • Theatre/cinema • Zoo Credit all valid responses in context.	**2**
1(b)	**Describe the impact on tourism when international borders are closed.** Award up to one mark for a correct identification of an impact and two marks for descriptive comment. • International tourists unable to visit the [1] less tourists [1] less tourist spending circulating the economy [1] • Tourism impacts are reduced [1] less tourists in the country [1] negative and positive impacts reduced, good and bad [1] Credit all valid responses in context.	**3**
1(c)	**Explain <u>three</u> positive economic impacts of tourism.** Award one mark for the correct identification of a positive impact and award a second mark for explanatory development of the impact in context. • Multiplier effect [1] economic benefit spread throughout the economy/country [1] • Jobs [1] better standard of living [1] • Government collect taxes from tourists [1] used/invested into the country benefitting the local population [1] • Increase of foreign currency [1] stronger economy [1] Credit all valid responses in context.	**6**

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Question	Answer	Marks
1(d)	**Explain <u>three</u> ways governments support the tourism industry.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. • Set aims and objectives for the industry [1] target development [1] • Provide funds/grants/loans [1] support tourism organisations [1] • Set environmental standards [1] control and manage impacts [1] • Fund TICs/NTOs/tourism ministry [1] trade organisations to support/advertise the industry [1] • Subsidies [1] support tourism organisations through national crisis e.g. pandemics [1] • Improve the infrastructure for tourism to use e.g. airports/roads [1] improves appeal/image/reputation of the country/more tourists [1] • Build national monuments [1] shows the culture/national identity/ increases attractions/appeal [1] • Promote the destination to the world [1] attract more tourists to the country [1] Credit all valid responses in context.	**6**
1(e)	**Evaluate the importance of domestic tourism to the UK in 2020.** Indicative content: No tourism at all without it. Provided some customers and money for tourism organisations. Maintained jobs and incomes for some. 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 of domestic tourism for the UK. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for analysis clearly indicating how the reason affects the UK. **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
2(a)	**Using Fig. 2.1, identify the following:** Award one mark for each correct identification. **<u>two</u> examples of good body language** • Smiling • Eye contact with the customer • Leaning into the customer **<u>three</u> examples of good personal presentation.** • Uniform • Neat/short hair cut • Clothes well pressed/ironed • Clean clothes Credit all valid responses in context.	**5**
2(b)	**Describe <u>two</u> ways waiting staff use teamwork when serving customers.** Award one mark for the correct identification of a way and award a second for descriptive comment of the way in context. • Waiting staff take customer orders [1] pass to kitchen [1] • Waiting staff deliver food [1] cooked by the kitchen team [1] • Waiting staff take customer drink orders [1] tell bar staff then deliver when ready [1] Credit all valid responses in context.	**4**
2(c)	**Explain the importance of each of the following skills for waiting staff:** Award one mark for the correct identification of a reason and award a second for explanatory development of the reason in context. **clear speech** • Tell customer about the food available [1] customer informed/can order food correctly [1] • Tell kitchen/bar of customer special requirements e.g., allergies [1] customer get correct/safe food/drink [1] • Communicate effectively [1] important for customer satisfaction [1] **literacy** • Write down food order [1] kitchen must be able to read/must be accurate [1] • Read menu/product information [1] tell the customer [1] **numeracy** • Accurately charge the customer [1] good customer service [1] • Give correct change to customer [1] accuracy [1] Credit all valid responses in context.	**6**

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Question	Answer	Marks
2(d)	**Explain <u>one</u> way each of the following are used in a restaurant to improve customer service:** Award one mark for the correct identification of a way and award a second for explanatory development of the way in context. **handheld order tablet** • Input customer order at the table [1] goes straight to kitchen/food made without delay [1] • Less chance of order tickets getting lost [1] no delay in customer getting food [1] • Up to date menu information [1] tell customer if any menu items are sold out [1] • Order goes direct to kitchen/chef [1] improves speed and efficiency [1] • Customer can input order themselves [1] no need to wait in line/for waiting staff to arrive [1] • Increases speed of ordering [1] better customer satisfaction [1] **contactless payment** • No need to touch [1] safety/disease prevention [1] • Preferred method of payment [1] meet customer wants [1] • Can be taken straight to the customer/table [1] better service [1] • Quicker payment [1] improves efficiency [1] • More payment options [1] meet the needs of different customer types [1] Credit all valid responses in context.	**4**
2(e)	**Evaluate the importance of well–trained staff in a restaurant.** Indicative content: Customer service is important – trained staff will know how to give good customer service. Very competitive part of the industry – restaurant can differentiate itself with well trained staff. Staff must know how to serve customers. 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 of good training. Better answers will have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how the reason affects the success of the restaurant. **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)	**State <u>three</u> types of accommodation.** Award one mark for each correct identification. • Hotel • Motel • Villa • Serviced apartment • Hostel • Guest house • Bed and breakfast • Campsite • Apartment/Airbnb/sharing economy houses/home rental • Cabin Credit all valid responses in context.	**3**
3(b)	**State <u>four</u> features of the Hluluwe-Imfolozi Safari Experience.** Award one mark for each correct identification. • Transport included • Experienced guides • Comfortable safari vehicle • Small group • Pick up and drop off at hotel • Includes breakfast • Includes lunch • Chilled water included Credit all valid responses in context.	**4**
3(c)	**Explain <u>three</u> negative environmental impacts of wildlife tourism.** Award one mark for the correct identification of a negative impact and award a second mark for explanatory development of the impact in context. • Litter/land pollution [1] damages the environment and visual beauty [1] • Disturb the wildlife [1] scare them away, no longer suitable for wildlife tours [1] • Air pollution [1] flora and fauna cannot survive/destination loses its appeal [1] • Noise pollution [1] scare animals away/disrupt breeding patterns [1] • Loss of natural habitat [1] infrastructure development to facilitate tourism [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
3(d)	**Explain <u>three</u> reasons for the appeal of the Hluluwe-Imfolozi Safari Experience.** Award one mark for the correct identification of an appeal and award a second mark for explanatory development of the appeal in context. • View safari animals/Big 5 [1] unique experience [1] • Knowledgeable and experienced guides [1] learn/improve experience [1] • Small groups sizes [1] more personal experience/improved customer service [1] • Comfortable vehicle with free water [1] enjoyable, needs catered for [1] • Learn local culture from the guide [1] better understanding/knowledge [1] Credit all valid responses in context.	**6**
3(e)	**Discuss the importance of carrying capacity to tourist destinations.** Indicative content: Control visitor numbers – control impacts Protect the destination from overcrowding/negative impacts Set a control for destinations to manage themselves with 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 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)	**State <u>three</u> types of road transport.** Award one mark for each correct identification. • Bicycle • Cart/horse and cart • Car • Bus/coach • Tuk tuk • Motorbike • Rickshaw • Taxi Credit all valid responses in context.	**3**
4(b)	**Describe <u>two</u> services offered by travel agents.** Award one mark for the correct identification of a service and award a second mark for descriptive comment of the service in context. • Sell package tours [1] arranges everything for the tourist/easy for tourists [1] • give advice [1] help tourists to make informed decisions when choosing a holiday [1] • Bureau de change/change currency [1] ancillary service offered for convenience [1] Credit all valid responses in context.	**4**
4(c)	**Explain <u>three</u> ways destinations can manage overcrowding.** 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] controlled number of visitors at one time [1] • Visas [1] limit amount issued [1] • Tourist tax/charge [1] dissuade some people from visiting [1] • Market other destinations [1] attract people to other areas [1] • Limited tickets available [1] restricts the amount of people allowed in at any one time [1] Credit all valid responses in context.	**6**

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Question	Answer	Marks
4(d)	**Explain <u>three</u> positive social and cultural impacts of tourism.** Award one mark for a correct identification of an impact and a second mark for explanatory development of the way in context. • Promote the culture [1] raise awareness/increase understanding [1] • Perseveration/revival of arts and crafts [1] pass on from generation to generation [1] • Create/maintenance of community facilities [1] funded by tourism [1] • Cultural pride [1] locals will actively preserve and use culture more [1] • Cultural exchange [1] increases understanding/tolerance of other cultures [1] Credit all valid responses in context.	**6**
4(e)	**Evaluate the importance to destinations of having a good public transport system.** Indicative content: Improves tourist satisfaction – good image, more tourism, positive publicity Allows tourists to move around and see all the areas/attractions Reduces 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 of having a good public transport system. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how good public transport 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**