CAMBRIDGE
International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/13**

Paper 1 Key Terms and Concepts **May/June 2025**

MARK SCHEME

Maximum Mark: 80

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level 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 descriptions 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Benefit of doubt given
	Content of response too vague
	Not answered question
	Repetition
	Page or response seen by examiner
	Blank page
	Knowledge
	Application
	Analysis
	Evaluation

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Assessment objectives

AO1 Knowledge and understanding
Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

AO2 Application
Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

AO3 Analysis
Analyse travel and tourism issues and show an understanding of the possible impacts of those issues on travel and tourism.

AO4 Evaluation
Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

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Table A

Use this table to give marks for each candidate response for **Questions 1(e), 2(e)** and **4(e).**

Level	AO1 Knowledge and understanding 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	The response contains **two** or more explained valid points. 2 marks	There is some consideration of the significance of **two** of the points mentioned. **OR** The arguments for or against **two** of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation. 2 marks
1	The response contains **one** explained valid point **OR** is likely to be a list of valid points with little or no explanation. 1 mark	The response gives some consideration to the significance of **one** point mentioned. **OR** The arguments for or against **one** point mentioned are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

Table B

Use this table to give marks for each candidate response for **Question 3(e).**

Level	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	Includes an explanation of why **two** or more points mentioned are relevant/suitable to the context of the question. 2 marks	There is some consideration of the significance of **two** of the points mentioned. **OR** The arguments for or against **two** of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation. 2 marks
1	**One** point mentioned has an explanation of why it is relevant/suitable to the context of the question. 1 mark	The response gives some consideration to the significance of **one** point mentioned. **OR** The arguments for or against **one** point mentioned are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

Question	Answer	Marks
1(a)	**Identify the following:** Award one mark for a correct definition. **the number of rooms in Fiji:** 12 000 **the percentage of jobs in Fiji that are in travel and tourism:** 37/37% **the average amount spent in Fiji per trip:** $3379 Credit these responses only.	**3**
1(b)	**Define the term 'international tourism'.** Award one mark for a correct definition. • travelling to a country other than where you live for the purpose of tourism/holiday Credit all valid responses.	**1**
1(c)	**Explain <u>two</u> ways over-dependence can impact on a destination.** Award one mark for the correct identification of a way and a second mark for explanatory development of the way. • reduction in GPD [1] economy can decline if tourism numbers decline as a result of global shock/disaster/ significant reduction in demand [1] • if tourism demand significantly reduces there will be a loss of jobs [1] reduction in living standards for local people [1] • businesses may close down if there is a reduction in tourist numbers [1] loss of wealth in the country [1] • loss of traditional jobs [1] limited provision in other industries to fall back on [1] Credit all valid responses.	**4**
1(d)	**Explain <u>three</u> ways Fiji benefits from the multiplier effect.** Award one mark for the correct identification of a benefit and a second mark for explanatory development of the benefit in context. • creates jobs in other industries that support tourism [1] improved standard of living for more people [1] • more businesses created/business activity in other industries that support tourism [1] more wealth for the country/tax for the government [1] • money from tourism jobs is spent in other areas of the economy/ industries [1] stronger economy [1] • taxes taken from tourism spend/government revenue from tourism used to fund local services/infrastructure development [1] locals benefit [1] • stabilisation of the economy [1] less reliant on one industry as the multiplier effect generates economic activity in other industries in the country from supporting tourism or wages being spent [1] Credit all valid responses.	**6**

Question	Answer	Marks
1(e)	**Evaluate the importance of national tourist boards (NTBs) focusing on sustainability.** Use Table A to mark this question. Responses may include the following and any other valid points should be credited. **AO1 Knowledge and Understanding** • provides a focus for all tourism organisations • support and guide tourism organisations in the right direction • protects the future of the industry • helps to attract more sustainable/responsible tourists/change tourists behaviour to be more sustainable **AO3 Analysis** • ensures the destination will benefit from positive impacts and minimise negative impacts • tourism organisations are more likely to be sustainable if supported and with clear goals leading to the destination being more sustainable • creates a coordinated identity for the country • creates differentiation that can be used in marketing the destination/ attracting tourists **AO4 Evaluation** • without NTB guidance the industry would not be sustainable or may have an uncoordinated approach to sustainability which may limit overall sustainability of the destination • protects the future of the destination • can create a unique identity/competitive edge for the country Credit all valid responses.	**6**

Question	Answer	Marks
2(a)	**State <u>two</u> examples of good customer service.** Award one mark for each correct identification. • solving customer problems quickly • being welcoming to tourists/greeting tourists well • handle complaints quickly/efficiently • providing advice and recommendations Credit all valid responses.	**2**
2(b)	**State <u>two</u> examples of good body language.** Award one mark for each correct identification. • smile • open posture • eye contact • avoid touching face • standing up straight Credit all valid responses.	**2**
2(c)	**Explain <u>two</u> reasons for the appeal of serviced accommodation.** Award one mark for the correct identification of a reason and a second mark for explanatory development of the reason in context. • everything is taken care of [1] easier/convenient/more time to enjoy the destination [1] • food is provided/no need to cook or shop for food [1] more relaxing/luxurious [1] • no extra costs for food [1] easier to budget for [1] Credit all valid responses.	**4**

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Question	Answer	Marks
2(d)	**Explain <u>three</u> ways hotels can be more sustainable.** Award one mark for the correct identification of a way and a second mark for explanatory development of the way in context. • Do not change towels every day/give customer choice to have towels changed daily [1] saves water [1] • do not use single use plastic in rooms e.g. water bottles/cups [1] glass/reusable instead [1] • give customer choice to have room cleaned [1] save electricity/chemicals/washing [1] • decorate with local produce [1] contribute to the local economy/supports local enterprise [1] • use local food and drink [1] avoid leakage/keep money in local economy [1] • reduce, reuse and recycle throughout the hotel [1] minimise use of resources [1] • educate tourists with signs about sustainable behaviour at the hotel [1] influence positive sustainable behaviour [1] Credit all valid responses.	**6**
2(e)	**Evaluate the importance of hotels measuring occupancy rate.** Use Table A to mark this question. Responses may include the following and any other valid points should be credited. **AO1 Knowledge and Understanding** • shows how well the hotel is performing • can be compared year on year and with other hotels • benchmark for bonus payments to management • understand season/peak time • shared with NTBs **AO3 Analysis** • helps hotel to plan for the future • know that improvements need to be made – but it doesn't tell you what exactly • predict need for seasonal staff • know when is good to do renovations/maintenance • adjust marketing/price strategies accordingly **AO4 Evaluation** • increase customer demand at the right time can make them more successful • ensure maximum revenue is achieved given the time of the year/season Credit all valid responses.	**6**

Question	Answer	Marks
3(a)	**State the <u>three</u> components of a package holiday.** Award one mark for each correct identification. • accommodation • transfers • flights/transport to the destination • ancillary service/s Credit these responses only.	**3**
3(b)	**Define the term 'short break'.** Award one mark for a correct definition. • trip/holiday for 4 nights or less Credit all valid responses.	**1**
3(c)	**Explain <u>two</u> ways Walk the World is being sustainable.** Award one mark for the correct identification of a way and a second mark for explanatory development of the way in context. • tour guides are local [1] local employment/share local knowledge and culture [1] • guides are paid direct [1] all money stays local – no leakage [1] • locally owned refreshment stops recommended [1] support local enterprise [1] • encourages walking instead of transport [1] reduces carbon emissions/air pollution [1] • walks are guided [1] tourists will be guided and encouraged in responsible behavior when at the destination [1] Credit these responses only.	**4**
3(d)	**Explain <u>three</u> reasons for the appeal of Walk the World package holidays.** Award one mark for the correct identification of a reason for the appeal and a second mark for explanatory development in context. • 2 guided walks included [1] no extra costs for guided walks [1] • walking routes and maps provided [1] tourist can be independent [1] • option to pay for more walks [1] extra products and services available [1] • sustainable package holiday [1] tourists can experience the destination responsibly/all the necessary sustainable actions are taken care for them already [1] Credit all valid responses.	**6**

Question	Answer	Marks
3(e)	**Evaluate the role of tour operators.** Use Table A to mark this question. Responses may include the following and any other valid points should be credited. **AO1 Knowledge and Understanding** • create package holidays • create products for travel agents to sell • know fashions and trends in tourism and create relevant packages • liaise with international organisations to create package holidays that will meet customer needs • provide support for customers when at the destination (travel rep) **AO3 Analysis** • essential element of the chain of distribution for travel agents, without tour operators travel agents would have to create the packages themselves or would have limited products to sell • make is easy for customers explore new places in a structured and organised way • provide all important customer service when at the destination **AO4 Evaluation** • essential element of the industry, without them other elements would struggle Credit all valid responses.	**6**

Question	Answer	Marks
4(a)	**Other than cafes, state <u>two</u> types of food and drink providers.** Award one mark for each correct identification. • restaurants • takeaways • street vendors • food trucks Credit all valid responses.	**2**
4(b)	**State <u>two</u> ways food and drink providers can provide for customers with dietary needs.** Award one mark for each correct identification. • detailed allergy information on the menu • staff trained in allergies/ingredients of food • provide menu alternatives/provide a wide variety of different foods on the menu • be flexible in the food they provide • have special dishes e.g. vegan dishes Credit all valid responses.	**2**
4(c)	**Explain <u>two</u> ways tourists can make responsible choices when selecting a place to eat at a destination.** Award one mark for the correct identification of a way and a second mark for explanatory development in context. • choose a local establishment [1] support local enterprise [1] • buy/eat local food [1] learn about the local culture [1] • avoid imported food and drink [1] reduce leakage [1] • choose sustainable food providers [1] avoid unnecessary single use plastic/establishments where food is sourced locally [1] Credit all valid responses.	**4**

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Question	Answer	Marks
4(d)	**Evaluate how the following factors can affect demand for a café:** Award one mark per analytical comment of the importance of the reason given. Award a second mark and third mark for evaluative comment of the reason/importance in context. **AO3 Analysis** **social media** • the worldwide reach of social media can create more demand/awareness for the café • gain attention of new market segments/customers **levels of disposable income** • if less income, fewer people will be able afford to eat out • if more income, people are likely to eat out more **AO4 Evaluation** **social media** • bring more customers and money to the café • stronger future/money for development/improvement/expansion creating a competitive edge **levels of disposable income** • reduce money and customer, making survival difficult/risk of going out of business • more money and customers mean more profit for owners/more money to develop and grow Credit all valid responses.	**6**
4(e)	**Evaluate the importance of tourism organisations having staff who can speak other languages.** Use Table A to mark this question. Responses may include the following and any other valid points should be credited. **AO1 Knowledge and Understanding** • provide good customer service for more customers • it is expected in tourism organisations that have international customers • easier communication with international customers **AO3 Analysis** • better customer service brings more customers and more revenue • creating satisfied customers who are more likely to return/become loyal/make recommendations **AO4 Evaluation** • more successful organisation • creates a competitive edge if other organisations don't have these staff Credit all valid responses.	**6**

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