CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

0471 TRAVEL AND TOURISM

0471/13 Paper 1 (Written Paper), maximum raw mark 100

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

1 (a) Complete the following table to identify the destination i most likely to have been taken.

Award one mark for each identification as follows:
Swiss Alps = **C**
Dubai = **A**
Kruger Park = **B**

(b) Fig. 1 (Insert), shows world international tourist arrivals the increases in international tourist arrivals, as shown in Fig. 1 (Insert). [4]

Please note that the command verb is to **describe** so there **MUST** be some candidate input to the figures which are lifted from Fig. 1.

Award one mark for the correct identification and suitable description of each of four valid increases in international tourist arrivals, such as:

- Europe will grow 212% – below world average (1)
- Asia and Pacific will grow 489% – the 2nd highest increase (1)
- Americas grow 259% – below world average (1)
- Middle East to grow 575% – highest rate (1)
- Africa to grow 385% – lowest above average increase (1)

World average 277% – almost a three-fold increase (1)

(c) Fig. 1 (Insert), shows that destinations in the Middle East, such as Dubai, Abu Dhabi and Doha, are experiencing rapid growth in international tourist arrivals. Explain three negative socio-cultural impacts that can occur in destinations experiencing such rapid growth. [6]

Award **one** mark for each of three valid identifications of negative socio-cultural impacts and then award a further **one** mark for an appropriate explanatory comment about each.

- **The demonstration effect** (1) can lead to the erosion of traditional culture and values as the local population adopts visitor behaviour and this is often a major cause of tension within sections of local society (1).
- **Commodification** (1) Tourism can turn local cultures into commodities when religious rituals, traditional ethnic rites and festivals are reduced to conform to tourist needs and expectations (1).
- **Staged authenticity** (1) Adapting cultural activities or performing shows for tourists as if they were real life (1).
- **Adaptation to tourism demands** (1) Changes in the ways traditional crafts and souvenirs are made to respond to tourist desires (1).
- **Culture clash** (1) in some destinations tourists often fail to respect local customs and moral values (1).
- **Crime** (1) The presence of a large number of tourists with a lot of money to spend, and often carrying valuables such as cameras and jewellery, increases the attraction for criminals and brings with it activities like robbery and drug dealing (1).
- **Sex tourism** (1) the commercial sexual exploitation of children and young women has paralleled the growth of tourism in many parts of the world. Though tourism is not the cause of sexual exploitation, it provides easy access to it in some destinations (1).

- **Changing attitudes** (1) with increasing visitor numbers apathy and antagonism amongst particular sections of th

Credit all valid reasoning in context.

(d) Explain <u>three</u> ways in which major attractions atte experience of <u>foreign</u> tourists.

Award one mark for the correct identification of each of thre further mark for an appropriate explanatory comment about each, such as:

- Audio tours (1) – key foreign languages (1)
- Guided tours (1) – multi-lingual (1), do not get lost etc. (1)
- Printed materials in foreign languages (1) – can self-guide (1)
- Website (1) – can pre-book, ask questions in advance (1)
- Special events (1) – of cultural significance/interest to visitors (1)
- Accept foreign currency (1) – quote prices in US$ (1)

(e) Many destinations attract a variety of tourists. With reference to <u>one</u> destination with which you are familiar, discuss how different travel and tourism providers meet the needs of <u>budget</u> travellers with limited disposable income. [6]

Actual details will vary with the nature of the destination chosen but generic comments, not related to an identifiable destination, will be subject to a **4 Max** limit. Expect to see reference made to aspects such as:

- Served by low cost airlines
- Extensive public transport
- Types of accommodation (hostel, camp site, < 3* etc.)
- Local restaurants/fast food options

<u>Use level of response criteria</u>
Level 1 (1–2 marks) will identify up to two valid ways, providing some detail but will be mainly descriptive.
Level 2 (3–4 marks) can be awarded for an analysis of selected ways, clearly indicating suitability for budget tourist needs for at least two of them.
Level 3 (5–6 marks) can be awarded for an assessment about provision in the named destination and this will probably be related to tourist needs and suitability. The better answers will have a reasoned conclusion.

Example
Cape Town, South Africa
Cape Town guest houses and lodges (L1) are an ideal alternative to staying at the more expensive hotels in the area. Meals besides breakfast are often available (dinner and/or lunch) usually on request (L2). Many of the services offered at hotels can be expected, such as airport transfers, wake up calls and laundry service (L2). Bed and Breakfasts (L1) are usually less expensive than hotels and often offer the same standard of accommodation. Staying at a B&B gives you the opportunity to live as a local (L2) and enjoy the advice of your hosts as these establishments are usually owner-managed (L2). All types of traveller are catered for in Cape Town and The Tourism Grading Council evaluates those establishments which apply for grading and grades them 1 to 5 stars, according to the type of accommodation provided – hotels, lodges, B&B, self-catering, caravan parks and camping and backpackers (L3).**]**

2 (a) Identify the following:

Award one mark for the correct identification of each of:
% increase = 3.3%
No. of South Americans = 67,463
Airport = Las Americas International Airport

(b) Describe what is meant by the following:

- **leisure tourism**
- **ecotourism**

Award up to two marks for a description of each, allowing for the development of a simple descriptive statement.

Leisure: travel during free time (1), for pleasure/recreation (1) such as a holiday (1)

Ecotourism: is purposeful travel to natural areas (1) to understand the culture and natural history of the environment (1), taking care not to alter the integrity of the ecosystem (1), while producing economic opportunities that make the conservation of natural resources beneficial to local people (1)

(c) The Punta Cana coastal region is the Dominican Republic's most popular destination. Explain <u>three</u> negative environmental impacts that frequently occur when <u>coastal</u> areas are developed for tourism. [6]

Most candidates will offer pollution types and we should be careful not to be overly generous to vague statements that are not really justified.

Award one mark for the correct identification of each of three valid negative environmental impacts and award a second mark for an appropriate explanatory comment about each. Correct ideas include:

- Littering (1) – dropped on beach (blow into sea) (1)
- Noise pollution (1) – use of heavy machinery/traffic congestion (1)
- Visual pollution (1) – buildings unsightly (1)
- Water pollution (1) – building/hotel waste in sea or oil spills from pleasure craft (1)
- Marine wildlife disruption (1) – habitat lost (1)
- Tidal changes (1) – construction in sea (1)
- Beach/reef destruction (1) – clear disruption to the existing ecosystem (1)

Credit all valid reasoning to events either **during construction** or **after completion** and used by tourists.

(d) Many destinations in the Caribbean act as ports of call f cruise ship arrivals may benefit the following aspects of t

- **local businesses**
- **employment opportunities**
- **foreign exchange receipts**

This is simply a different approach to examining the unde impacts.

For each aspect, award one mark for each of two valid descriptive statements, such as:

Local businesses
Local people can sell to additional customers (1), extra demand for services e.g. guides, restaurants, taxis, rickshaw drivers (1). The positive side of this is that the money is returned to the local economy, and has a great multiplier effect as it is spent over and over again (1).

Employment opportunities
Full and part-time jobs (1) at port and local businesses (1) such as tour operators, taxi drivers, local shops and restaurants (1) as extra customers require extra staff (1).

Foreign exchange receipts
Cruise passengers exchange money (1) or pay in US$ for goods and services (1). Cruise lines pay fees/tax (1).

(e) Discuss the ways in which modern cruise ships appeal to a variety of passenger types. [6]

This is about features of the ship and **not** about the destinations visited. Candidates are expected to talk about on-board facilities and services. For example, Royal Caribbean's 'Brilliance of the Seas' is characterised by her innovative super-yacht design, features indoor and outdoor pools, Fitness Centre and Day Spa, an indoor and outdoor sports deck with golf simulator, sports courts, a rock-climbing wall and a jogging track. It also boasts a wide range of dining options, shopping arcades and a movie theatre. The guests can also enjoy the cruise line's award-winning Broadway-style musical revues from Royal Caribbean Productions in the Pacifica Theatre.

Use level of response criteria
Level 1 (1–2 marks) will identify up to two appropriate types of way, providing some detail but will be mainly descriptive.
Level 2 (3–4 marks) can be awarded for an analysis of selected ways, clearly indicating how the ship's facilities and services are likely to appeal to different types of passenger.
Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/ importance of particular ways. The better answers will have a reasoned conclusion.

Example
Modern cruise ships can cater for the various needs and wants of over 2000 passengers. Active passengers have indo.r and outdoor pools (L1) so they can swim regardless of local weather (L2) and use a Fitness Centre (L1) to continue their chosen gym activities (L2). A wide range of dining options, shopping arcades and a movie theatre are available so that passengers can eat what they want when they want and pass time on board as they please from the very many choices that are available (L3).

3 (a) Complete the table by stating whether the listed aspects to involve <u>direct</u> contact with the hotel's guests:

Award one mark for the correct identification of each as follow
No. 1 = YES
No. 6 = NO
No. 8 = NO

(b) With reference to Fig. 3 (Insert), identify and explain thr staff are likely to receive training. [6]

This involves the candidate interpreting Fig. 3 to identify the likely training situation. Award one mark for each of three valid identifications and award a second mark for an appropriate explanatory development of each. There are ONLY **four** possibilities:

- Listening to supervisor (1) – to receive instruction (1)
- Attending department meetings (1) – training given as part of CPD etc. (1)
- Reading health and safety documents (1) – private study (1)
- Observing fellow staff (1) – learning by example (1)

Credit all valid reasoning in context.

(c) Many hotel guests will want to go shopping during their stay. Explain <u>two</u> ways in which hotel staff may be of help to such guests. [4]

Award one mark for the identification of each of two valid ways and award a second mark for an appropriate explanatory comment about each. Correct ideas will include:

- Concierge/guest relations (1) – advice on where to go, prices etc. (1), check availability (1)
- Book taxi (1) – guest's convenience (1)
- Hall porters carry bags (1) – help guest arrive back (1)

Credit all valid aspects and reasoning in context.

(d) Many destinations have large shopping malls that attract large numbers of visitors. Explain <u>three</u> ways in which large malls have been made accessible to visitors. [6]

This includes **both** internal and/or external access.

Award one mark for the correct identification of each of three valid ways and then award a further mark for an appropriate explanatory comment about each, such as:

- Peripheral locations (1) – allow large car parks (1) with easy access to main roads (1)
- Anchor stores (1) – make all areas equally attractive (1) so no single entrance dominates (1)
- Undercover shopping (1) – sheltered from weather (1) and pedestrianised (1)
- Disabled access (1) lifts and ramps (1) encourage free movement (1)
- Extended opening (1) allows evening shopping (1) and during journeys to/from attractions (1)
- Food courts and leisure activities (1) – allow for multi-purpose visits (1) meeting a variety of needs (1).

(e) With reference to <u>one</u> destination with which you are fa tours that are available to meet the needs of different typ

Details of tours must refer to the chosen destination, otherwi generic answers. Details will vary according to the partic expect to see reference to any of the following:

- Walking tour – guided by a person
- Coach tour – guided by a person
- Other vehicle – guided by a person
- Written tour using a map
- Written tour using a leaflet
- Written tour using a book
- Audio tour at one site
- Audio tour of more than one site
- Virtual tour
- Tour(s) using a variety of methods

<u>Use level of response criteria</u>
Level 1 (1–2 marks) will identify up to two appropriate types of tour, providing some detail but will be mainly descriptive.
Level 2 (3–4 marks) can be awarded for an analysis of selected tours, clearly indicating how they are likely to appeal to different types of tourist.
Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/ importance of particular tours. The better answers will have a reasoned conclusion.

Example
Dubai
Visitors to Dubai have a range of tours to choose from. City sightseeing tours are offered by a range of providers such as The Big Bus Company (L1). This type of tour appeals to the general visitor wanting to see the main sights in a short time (L2). Companies such as Net Tours and Arabian Adventures offer adventure tours to the desert (L1). The desert safari includes a traditional Arabian meal. Arabian-style entertainment, camel rides, Arabian music and live oud player, henna tattoo, shisha, belly dance and falcon show are other attractions appealing to the more adventurous visitor (L2). Other tours available in Dubai include Dhow cruises, helicopter tours and sea plane trips. Tours cater for all tastes and budgets and can be customised to meet individual requirements of the leisure or corporate client (L3).

4 (a) State the following: [3]

Award one mark for each correct response as follows:

Local time in Sinai = advance
Sinai climate = tropical desert
Year = 527 AD

(b) Identify and explain <u>two</u> ways in which St. Catherine religious tourists.

Fig. 4 supplies clear details of this and we should aw identification of each of two valid ways and then award a s explanatory comment, such as the following:

- St. Catherine's incorporates the burning bush seen by Mo icons (1) – This area is sacred to three world religions: Chri
- At foot of Mount Sinai (Mount Moses or Mount Horeb) mountain where Moses received the Tablets of the Law from God and the main route to the summit is known as the Path of Moses and is lined with remains of various chapels (1)
- The main church of the monastery is the Basilica of the Transfiguration (or Katholikon), which was built of granite by the Byzantine architect Stephanos at the same time as the defensive walls (1) – The church structure, the roof, and the carved cedar doors at the entrance are all originals from 527 AD (1)

Credit all valid reasoning based on Fig. 4.

(c) Many visitors to St. Catherine's Monastery will be leisure tourists taking part in an organised excursion run by a local tour operator. Explain <u>three</u> ways in which local tour operators are likely to promote such excursions to tourists in Egypt. [6]

This is a familiar topic and candidates should have few difficulties. The key is **local** operators and the ways in which THEY will promote the excursions. Award one mark for the identification of each of three valid ways and then award a second mark for an appropriate explanatory comment about each, such as:

- Internet (1) – 24/7 availability (1), storage of information (1), online booking (1)
- Leaflets (1) – left in TICs and hotels (1)
- Adverts (1) – in tourist guide books and other tourist publications (1)
- Signs, boards, window displays (1) – at office or site-based point of sale (1)

Credit all valid reasoning in context.

(d) Many destinations in the Middle East are considered unsafe for foreign tourists. Explain why many governments now advise travellers to do all of the following: [6]

In each case, award one mark for the identification of a valid reason for each and award a second mark for an appropriate explanatory development of the point made.

carry a photocopy of the personal details page from your passport at all times
- For use as means of identification (1) – random checks common overseas (1)
- Reduces risk of passport being lost/stolen (1) – can be left in place of safe keeping (1)

keep wallets, money, and valuables out of sight
- Lone persons more vulnerable (1) – more likely to be a victim (1)
- Petty theft common in some destinations (1) – don't advertise fact that you have wealth (1)

avoid political gatherings and demonstrations
- In some countries these become violent (1) – reduces risk of harm (1)
- Police may not know you are a tourist (1) – risk of arrest/imprisonment (1)

(e) Discuss the ways in which visiting tourists might supp destination.

Tourism can boost the preservation and transmission of cultu a renaissance of indigenous cultures, cultural arts and consider any of these aspects without restriction.

Use level of response criteria

Level 1 (1–2 marks) will identify up to two appropriate typ some detail but will be mainly descriptive.

Level 2 (3–4 marks) can be awarded for an analysis of selected ways, clearly indicating how they are likely to appeal to different types of tourist.

Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/ importance of particular cultural aspects. The better answers will have a reasoned conclusion.

Example

New Zealand's Maori tourism experience

Tourists visiting New Zealand have many opportunities to experience Maori cultural tourism. This ranges from the teaching of woodcraft, woodcarving demonstrations and the sale of art and craftwork to visting cultural and historic sites (L1). Many destinations offer an interpretation of Maori history via information boards, visitor centre displays, cultural displays and Maori language sessions (L1). To meet demand several towns and cities have reconstructed Maori villages where it is possible to see how they once lived but also to share in ceremonies and culture that continue today (L2). The national museum in the capital city, Wellington, is Te Papa Tongarewa, meaning 'Our Place' and is one of the largest national museums in the world. It houses the national art collection as well as many Maori artefacts and treasures (L2). In Christchurch the Maori tourist attraction, Ko Tane, is linked to a wildlife reserve to widen participation and understanding of today's resources (L3). The Ko Tane Living Maori Village at Willowbank Wildlife Reserve, Christchurch, is where Maori culture and conservation meet to give visitors a unique glimpse into the way of life of the South Island Ngai Tahu Maori people before the arrival of the Europeans (L3).