Cambridge Assessment International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/11**

Paper 1 Core Paper **October/November 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 October/November 2023 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 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)	**Other than a pandemic, state <u>three</u> factors likely to affect demand for tourism.** Award one mark for each correct identification. extreme weather event natural disaster climate price seasonality school holidays visa/entry to a country safety/war negative economic conditions/recession/high inflation in the destination/level of disposable income political instability trends/fashion Credit all valid responses in context.	**3**
1(b)	**State the <u>four</u> types of government objectives for tourism.** Award one mark for each correct identification. economic environmental social cultural political Credit all valid responses in context.	**4**
1(c)	**Explain <u>one</u> way destinations are affected by the following negative economic impacts:** Award one mark for the correct identification of how the impact affects the destination and award a second mark for explanatory development in context. **import leakage** import goods/products/equipment for international tourists [1] income leaves the country [1] **inflation** tourist prices push up prices [1] cost of living too high for local population [1] **over-dependency** traditional industries lost [1] no back-up industry to keep economy going [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
1(d)	**Explain <u>one</u> way natural attractions could minimise the following negative environmental impacts:** Award one mark for the correct identification of a way and award a second mark for descriptive comment of the way in context. **air pollution** restrict use of cars/boats [1] provide a minibus/only approved boat tours allowed [1] provide alternative environmentally friendly transport option/transport staff/customers around using electric vehicles [1] no pollution from vehicles [1] plant more trees [1] absorb CO2 [1] **congestion** timed tickets [1] control the number of people [1] restrict visa/entry [1] limit the number of people able to access the area [1] **disturbing wildlife** restrict tourist access in breeding/nesting seasons [1] prevent damaging the area [1] fencing areas [1] restrict access [1] warning signs/information boards [1] tourists know what to do and how to behave to prevent disturbance to wildlife [1] avoid destroying habitats [1] preserve the areas for the wildlife [1] Credit all valid responses in context.	**6**
1(e)	**Evaluate the importance of the multiplier effect to tourism destinations.** Indicative content: benefit of tourism is spread throughout the economy governments have more money (taxes) to develop and improve locals benefit from tourism money 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 the multiplier effect. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for analysis clearly indicating how the multiplier effect benefits the destination. **Level 1 (1–2 marks)** will identify up to two reasons for the importance of the multiplier effect 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)	**State the <u>three</u> components of a package holiday.** Award one mark for each correct identification. transport accommodation ancillary services Award these responses only.	**3**
2(b)	**State <u>four</u> types of specialist tourism.** Award one mark for each correct identification. culture tourism health/medical tourism spa tourism education tourism adventure tourism religion/pilgrimage tourism wildlife/safari tourism Credit all valid responses in context.	**4**
2(c)	**Explain <u>three</u> reasons why tourism staff are trained in how to handle customer complaints.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. good customer service [1] customer may return [1] complaints are inevitable [1] different tourist expectations/intangible [1] so dealt with as quickly as possible [1] resolve so customer doesn't have more complaints/bad experiences [1] so customer feels valued [1] complaint will be serious to the customer/spoil their time [1] able to find solution [1] satisfy customer/prevent or correct/prevent further escalation of the complaint [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
2(d)	**Explain <u>three</u> ways seasonality affects the price of package holidays.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. prices higher in high/peak season [1] make most of high demand/cashflow for tour operators when available [1] prices lower in low/off-peak season [1] encourages demand [1] price higher in school holidays [1] demand is high, tour operators make majority of money during that time [1] prices higher during festivals/religious festivals [1] demand high [1] in peak season the components cost more for the tour operator to buy [1] prices increase to cover the additional costs [1] Credit all valid responses in context.	**6**
2(e)	**Evaluate the importance of customer service in the travel and tourism industry.** Indicative content: customer service is part of the product customers purchase service industry – people doing things for you differentiate companies in a highly competitive industry 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 customer service. 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 tourism industry in the destination. **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**
3(a)	**State <u>three</u> ways tourists can be classified.** Award one mark for each correct identification. length of stay purpose of stay: leisure/business/VFR/other day tripper Credit these responses only.	**3**

Question	Answer	Marks
3(b)	**Describe <u>two</u> ways tourism can cause the demonstration effect.** Award one mark for the correct identification of a way and award a second mark for descriptive comment of the reason in context. tourists do not wear appropriate clothing [1] locals copy [1[tourist wear expensive items e.g. jewellery [1] locals turn to crime to be able to copy/afford similar [1] tourists have cameras/phones [1] locals forget traditions and aspire to have the same items [1] Credit all valid responses in context.	**4**
3(c)	**Explain <u>three</u> reasons for the appeal of cultural performances such as the one shown in Fig. 3.1.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. experience different culture [1] increase cultural understanding [1] learn about the culture/traditions [1] greater understanding/responsible tourists [1] lively/energetic show [1] makes tourists feel good/happy [1] unique experience [1] representative of the culture of the destination [1] Credit all valid responses in context.	**6**
3(d)	**Explain <u>three</u> ways hotels can minimise their social and cultural impacts.** Award one mark for the correct identification of a way and award a second mark for explanatory development of the way in context. staff dressed in traditional clothes [1] increases awareness [1] hotel decorated with traditional items [1] learn/understanding [1] host cultural events [1] educate tourist about culture [1] serve local foods [1] support traditional industries [1] educate tourists on acceptable behaviour [1] reduce culture conflict/clash [1] Credit all valid responses in context.	**6**

Question	Answer	Marks
3(e)	**Evaluate the importance of sustainability in the travel and tourism industry.** Indicative content: increase benefits/positive impacts reduce negative impacts protects the environment without sustainability the destination could perish 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 sustainability. 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 future of tourism in the destination. **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**
4(a)	**Identify <u>three</u> transport services offered to tourists in Fig. 4.1.** Award one mark for each correct identification. shuttle bus/bus flights/airplane speedboat/boat Award these responses only.	**3**
4(b)	**State <u>four</u> ways tourists can get information about attractions when at a destination.** Award one mark for each correct identification. travel agent tourists information internet brochures maps app other tourists guide book signs/point of sale Credit all valid responses in context.	**4**

Question	Answer	Marks
4(c)	**Explain <u>three</u> reasons why tourists might choose a package holiday instead of an independent holiday.** Award one mark for the correct identification of a reason and award a second mark for explanatory development of the reason in context. security/safety [1] know it is a trusted product/provider [1] special deals/promotions [1] better value for money [1] lack of knowledge about the destination [1] don't know how to plan independently [1] convenience/all key elements are included [1] travel agent does the planning for them [1] Credit all valid responses in context.	**6**
4(d)	**Explain <u>three</u> benefits to tourists of hiring a car when at a destination.** Award one mark for a correct identification of a benefit and a second mark for explanatory development of the benefit in context. independence [1] travel where and when they want [1] flexibility [1] not restricted by a timetable/someone else's timings [1] access areas unavailable using public transport [1] better experience [1] Credit all valid responses in context.	**6**
4(e)	**Evaluate the importance of tact and diplomacy when dealing with customers.** Indicative content: moment of truth – need to get it right first time achieve a high standard of customer service customer satisfaction avoid any discrimination/offence customer feels welcome/satisfied sensitive to customers needs and wants 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 tact and diplomacy. Better answers may have a reasoned conclusion. **Level 2 (3–4 marks)** can be awarded for an analysis clearly indicating how the reason impacts the tourist/tourism organisation. **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**

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