CAMBRIDGE
International Education

# Cambridge IGCSE™

**TRAVEL & TOURISM** **0471/11**

Paper 1 Key Terms and Concepts **October/November 2024**

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 October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.



© Cambridge University Press & Assessment 2024 

## 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.

© Cambridge University Press & Assessment 2024 

## 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.

© Cambridge University Press & Assessment 2024

**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.

© Cambridge University Press & Assessment 2024 

**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.

**Table A**

**Use this table to give marks for each candidate response for Question/s 2, 3 & 4**

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

© Cambridge University Press & Assessment 2024 

**Table B**

**Use this table to give marks for each candidate response for Question 1**

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

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 1(a) | **Define the term 'multiplier effect'.**<br><br>Award one mark for a correct definition.<br><br>• how wealth/money/tourism spend/circulates through the economy<br>• how many times tourism money circulates through the economy/the cycle of money through the economy<br><br>Accept any other reasonable response in context. | **1** |
| 1(b) | **State <u>three</u> tourism organisations involved with the promotion of tourism.**<br><br>Award one mark for each correct identification.<br><br>• national tourism organisation<br>• tourism information centres<br>• destination management companies/organisations<br>• trade organisations<br>• United Nations World Tourism Organisation<br><br>Accept any other reasonable response in context. | **3** |
| 1(c) | **Describe <u>two</u> different types of sport tourism.**<br><br>Award one mark for the correct identification of a type of sports tourism and a second mark for descriptive development of each.<br><br>• ski/snow tourism [1] travel to mountainous regions to ski/snowboard [1]<br>• walking tourism [1] walking through/at a destination [1]<br>• attend/travel to watch sporting events [1] travel to stadium/arena to watch team/athletes complete/show support [1]<br>• participate in/travel to a destination to take part in/play sport at/represent your country or Team at a competition event [1] active sport tourism/Boston Marathon [1]<br>• support team/player [1] playing at football match/badminton game [1]<br><br>Accept any other reasonable response in context. | **4** |

© Cambridge University Press & Assessment 2024

| Question | Answer | Marks |
|---|---|---|
| 1(d) | **Evaluate <u>two</u> ways sport tourism can be used to help reduce negative economic impacts.**<br><br>Award one mark per analytical comment of a way/the importance of the way in context. Award a second and third mark for evaluative comments of the way/importance.<br><br>**AO3 Analysis**<br>• hire local staff for the event/competition reducing unemployment<br>• use local products/equipment/facilities when holding event/competition reduces import leakage reducing export leakage in the destination<br>• provide local travel planning/tour operators reducing the need for international tour operator/package holidays and prevent money leaking out of the local economy to international organisations<br>• ensure local population are involved/can access/are marketed to as well as international tourists which keeps the tourist spend local reducing negative balance of payments as less outbound tourism<br><br>**AO4 Evaluation**<br>• improving the economic benefit through a better balance of payments and increasing the GDP<br>• less over dependency on other international tourism providers therefore increasing the strength and resilience of the local tourism industry resulting in positive economic benefits<br><br>Accept any other reasonable response in context. | **6** |

© Cambridge University Press & Assessment 2024

| Question | Answer | Marks |
|---|---|---|
| 1(e) | **Evaluate the importance of sports tourism in minimising conflict between tourists and the host population.**<br><br>Follow the point-based marking guidance at the top of this mark scheme and use Table B to give marks for each candidate.<br><br>AO2 out of two marks<br>AO3 out of two marks<br>AO4 out of two marks<br><br>Responses may include the following and any other valid points should be accepted:<br><br>**AO2 Application**<br>• sport can be accessed by locals and tourists – bond together/form friendships/tolerance of the team/game/sport<br>• involve local communities and enterprises in the sport tourism<br>• locals have increased opportunities to access sport/recreation<br>• infrastructure developments from large scale events e.g. Olympics are left for the local population<br>• develop relation/understanding between countries<br>• ensures economic contribution benefits local economy resulting in less resentment toward tourism<br><br>**AO3 Analysis**<br>• shared experiences, bringing them together<br>• community benefits rather than feeling exploited, reducing resentment to tourism/tourists<br>• improved health and well-being for local population, they directly benefit from the tourism facilities<br>• locals are empowered, economic benefits and sense of control<br><br>**AO4 Evaluation**<br>• local economy can benefit/wealth creation without exploitation<br>• mutual understanding<br>• mutual benefits<br>• sustainable/responsible tourism | **6** |

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Identify <u>two</u> ways tourists can rent the bikes shown in Fig. 2.1.**<br><br>• app<br>• metro card<br><br>Credit these responses only | **2** |
| 2(b) | **State <u>two</u> characteristics of travel and tourism.**<br><br>Award one mark for each correct identification.<br><br>• products<br>• services<br>• intangible<br>• perishable<br>• seasonal<br>• dynamic<br>• increasingly sustainable/sustainable<br>• resilient<br><br>Accept any other reasonable response in context. | **2** |
| 2(c) | **Explain how the following transport methods are interdependent:**<br><br>Award one mark for the correct identification of a way and a second mark for explanatory development of the way in the context of both organisations.<br><br>**trains and taxis**<br>• train companies depend on taxis to bring customers to the station [1] taxis rely on the train station for customers [1]<br>• trains take tourists to and from the destination/gateway [1] taxis pick up customers at the station to continue the journey to local areas/making train travel as a product more appealing [1]<br>**ferries and coaches**<br>• ferry companies rely on coaches to bring customers to the ferry port [1] coach companies rely on ferries for customers (pick up after ferry journey and take to final destination) [1]<br>• coaches travel on some car ferries [1] without the ferry the coach trip can't be completed [1]<br><br>Accept any other reasonable response in context. | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(d) | **Explain <u>three</u> ways destinations can make cycle hire more appealing to tourists.**<br><br>Award one mark for the correct identification of a way to make it appealing and a second mark for explanatory development of the way in context.<br><br>• set routes covering main attractions [1] tourists willing to hire as set routes provide a different way to see/experience the destination [1]<br>• safe traffic free routes/bike lanes [1] safe routes increase appeal to families and more cautious tourists [1]<br>• variety of long and short routes [1] attract of range of tourists from experienced to non-experienced [1]<br>• promotions/deals with visitor attractions [1] discounted entry if arrive by bike/hired bike [1]<br>• accessible hire points at main attractions/hotels [1] tourists more inclined to hire if they are conveniently located making it a viable form of transport for them [1]<br>• online payment/booking methods/app [1] convenience/easier for the tourist [1]<br>• ensure plenty of stock/bikes at collection points [1] always available, no waiting [1]<br>• marketing/social media/influencers [1] tourists know and are interested before they arrive at the destination [1]<br>• inform tourist of the environmental benefits [1] generate demand from responsible tourists [1]<br>• inform tourist of the health benefits [1] tourists motivated to hire [1]<br>• inform tourist of the financial benefits [1] attracting all types of tourists looking to save money [1]<br>• affordable/low pricing/distanced based pricing strategy [1] accessible to all tourist types [1]<br>• make bikes unique/eye catching [1] bikes will market themselves/tourists notice and want to ride one [1]<br>• include electric bikes [1] accessible to more tourists [1]<br>• well-maintained/safe bikes [1] tourists willing to hire as risks are low [1]<br><br>Accept any other reasonable response in context. | **6** |

| Question | Answer | Marks |
|---|---|---|
| 2(e) | **Assess how social media has contributed to an increased demand for destinations to have sustainable transport options.**<br><br>Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate.<br><br>AO1 out of two marks<br>AO3 out of two marks<br>AO4 out of two marks<br><br>Responses may include the following and any other valid points should be accepted<br><br>**AO1 knowledge and understanding**<br>• more people aware/more promotion through viral means increasing demand<br>• influencers/peer pressure has increased awareness of sustainable transport<br>• increased awareness of climate change means more people are motivated to engage in responsible tourism<br>• more educated/knowledgeable about sustainability through social media content – creating demand<br>• increased 'social movements'/groups e.g. no fly/climate activities/pressure groups use social media to spread their message<br>• social media has a large/global audience – reach millions of people<br>• social media trends create pressure for destinations to change to include responsible transport<br><br>**AO3 Analysis**<br>• more awareness has created more demand<br>• easier for tourists to express their opinions on social media and request/pressure action from destinations<br>• increased competitiveness between destinations on social media has caused an increase in the need for destinations to have a USP/ differentiation<br><br>**AO4 Evaluation**<br>• change is often slow unless it is driven by consumer lead demand<br>• destinations need to change to survive/remain successful | **6** |

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **Identify <u>two</u> ways airports are minimising their use of plastic.**<br><br>Award one mark for each correct identification.<br><br>• providing staff with reusable bottles<br>• removing single use plastic<br>• drinking water bottle refill stations<br>• biodegradable plastic used in shops<br>• removing single-use plastic<br><br>Credit these responses only. | **2** |
| 3(b) | **State <u>two</u> types of integrated transport found at airports.**<br><br>Award one mark for each correct identification.<br><br>• train services<br>• coach services<br>• MRT/underground services<br>• taxis<br>• bus<br>• monorail<br>• shuttle services<br><br>Accept any other reasonable response in context. | **2** |
| 3(c) | **Explain <u>two</u> reasons for the appeal of air travel**.<br><br>Award one mark for each correct identification of a reason and a second mark for explanatory development of the reason.<br><br>• quick/shorter travel time for long distances [1] more time at the destination [1]<br>• can be cheaper if using low-cost airlines [1] budget travellers/more to spend when at the destination [1]<br>• accessibility to most major cities [1] good for business tourists [1]<br>• more relaxing than car [1] no navigating/driving [1]<br>• multiple options [1] always find a suitable flight/time/route [1]<br>• affordable compared to driving [1] fuel costs/low cost airlines/competition of many airlines driving process down [1]<br><br>Accept any other reasonable response in context. | **4** |

© Cambridge University Press & Assessment 2024

| Question | Answer | Marks |
|---|---|---|
| 3(d) | **Explain <u>three</u> ways airports can make tourists more aware of how they reduce, reuse and recycle.**<br><br>Award one mark for the correct identification of a way and a second mark for explanatory development of the way.<br><br>• social media campaign [1] easier to reach out globally to an international audience/tourists [1]<br>• signs [1] throughout the airport to bring attention to the facility [1]<br>• email/direct mail [1] to customers via airlines/tour operators [1]<br>• more recycle bins at the airport [1] tourist notice and recycle waste [1]<br><br>Accept any other reasonable response in context. | **6** |
| 3(e) | **Evaluate the importance of airports being more sustainable.**<br><br>Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate.<br><br>AO1 out of two marks<br>AO3 out of two marks<br>AO4 out of two marks<br><br>Responses may include the following and any other valid points should be accepted:<br><br>**AO1 knowledge and understanding**<br>• air travel is a heavy polluting mode of transport<br>• moral obligation<br>• customers are demanding it<br>• heavy use of resources<br>• good reviews<br>• limits waste, saving costs<br><br>**AO3 Analysis**<br>• reduce pollution at the destination/departure destination making the destination more appealing and maintain relationships with local population<br>• increases efficiency of resource use<br><br>**AO4 Evaluation**<br>• ensure overall sustainability of the tourism industry<br>• essential mode of transport that supports the economy, need to find a way to continue whilst minimising negative impacts | **6** |

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 4(a) | **State <u>two</u> tourism organisations where tourists might find a currency exchange.**<br><br>Award one mark for each correct identification.<br><br>• hotel<br>• airport<br>• train station<br>• ferry port<br>• tourist information centres<br>• travel agents<br>• shopping centres/mall<br><br>Accept any other reasonable response in context. | **2** |
| 4(b) | **Other than currency exchange, state <u>two</u> ancillary services.**<br><br>Award one mark for each correct identification.<br><br>• insurance<br>• bike hire<br>• guided tours<br>• car hire<br>• visa/passport services<br><br>Accept any other reasonable response in context. | **2** |
| 4(c) | **Explain <u>two</u> reasons why it is important for staff working at currency exchange shops to have good product knowledge.**<br><br>Award one mark for the correct identification of a reason and a second mark for explanatory development of the reason in context.<br><br>• exchanging money needs the right calculations [1] don't lose money/give out the wrong money [1]<br>• to give good customer service [1] customers don't want to lose out on money/plenty of competition for currency exchange, customers will go to another if customer service is bad [1]<br>• provide the right currency for customers [1] customer satisfaction [1]<br><br>Accept any other reasonable response in context. | **4** |

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 4(d) | **Explain <u>three</u> ways staff can communicate with tourists who speak a different language.**<br><br>Award one mark for the correct identification of a way and a second mark for explanatory development of the way.<br><br>• write down information [1] show numbers – international [1]<br>• use a translator [1] tourist able to understand/reduce language barriers [1]<br>• translated signs [1] accessibility to all [1]<br>• multilingual staff [1] speak the tourist language [1]<br>• use of website for information [1] can be translated online [1]<br>• website/app transactions that can be collected [1] minimal need to use language/increasing understanding [1]<br><br>Accept any other reasonable response in context. | **6** |
| 4(e) | **Evaluate the importance of good personal presentation when working in tourism.**<br><br>Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate.<br><br>AO1 out of two marks<br>AO3 out of two marks<br>AO4 out of two marks<br><br>Responses may include the following and any other valid points should be accepted:<br><br>**AO1 knowledge and understanding**<br>• good customer service<br>• representing the organisations<br>• professional image<br>• meeting customer expectations<br>• good first impression<br><br>**AO3 Analysis**<br>• increased customer satisfaction<br>• increased sales/repeat business<br>• competitive edge<br>• reflects/represents the quality of the organisation<br><br>**AO4 Evaluation**<br>• needed in a highly competitive industry<br>• increased sales | **6** |

© Cambridge University Press & Assessment 2024