



Cambridge International AS & A Level

TRAVEL AND TOURISM

9395/11

Paper 1 The Industry

May/June 2021

MARK SCHEME

Maximum Mark: 50

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **12** printed pages.

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.

**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 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.

Question	Answer	Marks
1(ai)	<p>Define the term ‘perishability’.</p> <p>Award one mark for a correct definition.</p> <p>Perishability – there is an end point beyond which the service/product cannot be accessed. It cannot be stored for use in the future.</p>	1
1(aii)	<p>Give <u>one</u> example of a perishable travel and tourism product.</p> <p>Award one mark for identification of a correct example.</p> <ul style="list-style-type: none"> • An airline booking • A hotel reservation • A package holiday <p>Accept any other reasonable answer.</p>	1
1(aii)	<p>State <u>two</u> ways perishability can be overcome by travel and tourism organisations.</p> <p>Award one mark for each of two ways.</p> <ul style="list-style-type: none"> • Special offers to encourage sales • Careful marketing • Use of computerised booking systems to track/forecast <p>Accept any other reasonable answer.</p>	2
1(b)	<p>Explain <u>three</u> ways mobile technology can benefit tour operators.</p> <p>Award one mark for identifying a method and the second for the explanation.</p> <ul style="list-style-type: none"> • Brochures can be made available online (1) saving printing costs (1) • Instant/ease of contact with customers (1) to resolve issues and prevent reputations being affected (1) • Internet use (1) is cheaper and cuts costs which can increase profits (1) • 24-hour access (1) for both tour operators and customers allows sale potentials to be maximised (1) <p>Accept any other reasonable answer.</p>	6

Question	Answer	Marks
1(c)	<p>Explain <u>two</u> advantages for elderly customers of using a tour operator.</p> <p>Award for one mark for the initial advantage described and up to a further two marks for explanation of each.</p> <ul style="list-style-type: none"> • It makes older customers feel more secure (1) as they know that all their needs will be dealt with (1) and they will not need to make an direct bookings themselves (1) • Customers will have someone to talk to (1) who they can ask questions about where they are going (1) or get advice about what to take (1) • Tour operators can provide tour guides/ reps(1) which makes elderly customers feel more at ease (1) they know any issues will be sorted out for them (1) <p>Accept any other reasonable answer.</p>	6
1(d)	<p>Discuss which customer feedback methods are suitable for use by a tour operator.</p> <p>Indicative content:</p> <p>Informal chats when customers make enquiries about the holidays/accommodation and other products and services provided by tour operators.</p> <p>Use of social media platforms – tour operators and customers can see what comments have been left about previous experiences. Tour operators are also able to respond to comments quickly which may help prevent negative publicity.</p> <p>Suggestion boxes comments can be anonymous which gives customers greater freedom sometimes in expressing their opinions, it is also a quick, cheap method of obtaining feedback</p> <p>Surveys – online/telephone/written. These can be more time consuming but can be useful if targeting a specific group of customers or for a specific reason for example finding out if the experience on a package holiday was satisfactory</p> <p>Customer comment cards. Can be given on the flight home after the holiday. Cheap to produce/can be completed quickly/groups can be selected easily but customers won't always complete them.</p> <p>Market research can be used as customer feedback after introducing new destinations/products or services.</p> <p>Mystery shoppers. Most objective method to use but will also be the most expensive.</p> <p>Focus groups are usually used for looking at a particular aspect of customer service which may be causing an issue for example they may look at the tours offered in a destination</p> <p>Observation of customers. Very easy to do and usually is done all the time as employees can casually interact or observe responses to situations etc.</p> <p>Mark according to the levels of response criteria below.</p>	9

Question	Answer	Marks
1(d)	<p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of the feedback methods used by a tour operator. Candidates effectively discuss a range of methods and clearly attempt to weigh up the significance of each. Candidates may make observations about which is the best method. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of valid methods of customer feedback used by a tour operator. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p>Level 1 (1–3 marks) Candidates identify/describe some methods of customer feedback used by a tour operator. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	

Question	Answer	Marks
2(a)(i)	<p>Define the term ‘sports tourism’.</p> <p>Award one mark for a correct definition.</p> <p>It is a form of specialised tourism concerned with either taking part in or going to watch sporting events.</p>	1
2(a)(ii)	<p>Give <u>three</u> examples of sports tourism.</p> <p>Award one mark for each correct example.</p> <ul style="list-style-type: none"> • Going to a sporting event, e.g. Olympics, Hong Kong Rugby 7s, etc. • Taking part in a tour with a sports team • Going to watch a sports event e.g. golf tournament or cricket match • Accompanying a team as a coach • Watching a child take part in a tournament • Skiing holidays <p>Accept any other reasonable answer.</p>	3

Question	Answer	Marks
2(b)	<p>Explain <u>three</u> social factors that may encourage the development of sports tourism.</p> <p>Award one mark for identifying the social factor and the second for the accompanying explanation.</p> <ul style="list-style-type: none"> • Hours worked are not as long (1) this provides time to take part in sports activities (1) • People have more paid holidays (1) and this provides the opportunity to travel and take part in or view events (1) • There is more concern over health (1) so people will take part in more sporting activities (1) • People live longer and retire earlier (1) and have time for hobbies and like to keep active (1) <p>Accept any other reasonable answer.</p>	6
2(c)	<p>Explain why changes in currency exchange rates may affect visitor numbers to a destination.</p> <p>Indicative content: Increase in value will make the currency more expensive and this may cause visitor numbers to decrease and for tourists to try other destinations. If currencies decrease in value then it is possible to buy more of a currency and the visit gives better value to foreign tourists and therefore visitor numbers may increase. If this occurs then more foreign exchange will be brought into a country.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (5–6 marks) Candidates will show a clear understanding of the question and include a detailed explanation of why changes in currency exchange rates may affect tourism. Candidates effectively explain some reasons. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p>Level 2 (3–4 marks) Candidates will show an understanding of the question and include some explanation of why changes in currency exchange rates may affect tourism. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p>Level 1 (1–2 marks) Candidates identify/describe some possible ways currency exchange rates may affect tourism. Information may be a list of points. The answer lacks coherent organisation and there is little or no attempt to explain. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	6

Question	Answer	Marks
2(d)	<p>Discuss how the climate of a destination may appeal to different types of visitors.</p> <p>Indicative content: Different types of tourists may require different climatic conditions in order to have a good experience. Climate requirements for a beach holiday will be very different to those who are wanting a skiing trip. Adventure tourists may not be so worried about climate for certain activities – though snow and ice can make mountaineering difficult and insufficient rainfall can have a bad impact on water sports. There is less concern about climate amongst visitors to cities for cultural activities as much of their time may be spent indoors with the same applying to business tourists. Older tourists may not want very hot or very cold temperatures as it may make their trips uncomfortable.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of the ways that climate appeals to different types of visitors. Candidates effectively discuss a range of ways and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p>Level 2 (4–6 Marks) Candidates will show an understanding of the question and include explanations of a number of valid ways that climate appeals to different types of visitors. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p>Level 1 (1–3 Marks) Candidates identify/describe some ways that climate appeals to different types of visitors. There is a range of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Marks
3(a)	<p>Describe <u>two</u> ways airlines provide safety information for their external customers.</p> <p>Award one mark for the method identified and a second description.</p> <ul style="list-style-type: none"> • Safety cards (1) in the seat pockets detailing emergency procedures (1) • Showing a video (1) of what should be done in an emergency (1) • Cabin crew demonstrations (1) showing how to put on life vest etc. (1) <p>Accept any other reasonable answer.</p>	4
3(b)	<p>Suggest <u>three</u> types of training needed by airline staff. Give <u>one</u> reason why each type of training is needed.</p> <p>Award one mark for each type of training selected and the second for the accompanying reason.</p> <ul style="list-style-type: none"> • Cabin crew need training in emergency procedures (1) then they will know how to react if there is a problem (1) • Cabin crew need training in dealing with awkward customers (1) so they know how to deal with them/calm them down (1) • Cabin crew need training in selling goods (1) so they can sell more to increase airline profit (1) • Cabin crew need first aid training (1) so they can deal with minor medical emergencies onboard (1) • Airline staff need training in the use of security procedures (1) to ensure the safety/security of the plane/customers (1) <p>Accept any other reasonable answer.</p>	6
3(c)	<p>Explain <u>two</u> ways that the performance of airline staff can be monitored.</p> <p>Award one mark for the method and up to two further marks for the explanation.</p> <ul style="list-style-type: none"> • Staff may be set targets by their supervisor or team leader (1) which will measure how much progress they are making (1) and how effective they are in their job (1) • Staff could be sent on training courses (1) and the results of the course may be used to determine their suitability for a task (1) or determine whether they should be promoted (1) • Meetings can be held (1) between airline staff and line managers to discuss any problems (1) this may help situations and staff development (1) <p>Accept any other reasonable answer.</p>	6

Question	Answer	Marks
3(d)	<p>Discuss the knowledge of procedures and routines that are likely to be required by cabin crew.</p> <p>Indicative content: Cabin crew will need to be familiar with the security systems on the aircraft so they can advise travellers. Emergency procedures may have to be used in some circumstances. Dealing with customers including those being awkward/abusive or behaving inappropriately. Medical problems may arise such as people being ill or having heart attacks/panic attacks on the aircraft etc. They will have to use a range of currencies when selling items on board. They will have to be familiar with serving food and drinks. They may have to sort out visas when doing chartered flights or flying to holiday destinations.</p> <p>Mark according to levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of the routines and procedures used by cabin crew. Candidates effectively discuss a range of procedures and routines required and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of procedures and routines required by cabin crew. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p>Level 1 (1–3 marks) Candidates identify/describe some procedures and routines required by cabin crew. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Marks
4(a)(i)	<p>Define the term ‘ecotourism’.</p> <p>Award one mark for a correct definition.</p> <p>Ecotourism can be defined as responsible travel to natural areas that conserves the environment, sustains local people and involves interpretation or education.</p>	1
4(a)(ii)	<p>Identify <u>three</u> features of Costa Rica which make it a suitable ecotourism destination.</p> <p>Award one mark for each feature correctly identified.</p> <ul style="list-style-type: none"> • National parks / reserves and protected lands. • A wide variety of wildlife and marine animals. • Traditional accommodation. • Natural rain forest. • Sustainable experiences <p>Accept any other reasonable answer.</p>	3
4(b)	<p>Explain <u>three</u> threats posed by natural disasters to destinations such as Costa Rica.</p> <p>Award one mark for the threat and a second mark for explanation of each.</p> <ul style="list-style-type: none"> • Volcanoes may erupt (1) lava or ash could destroy the tourist areas (1) • Rivers flooding (1) may wash away facilities (1) • Forest fires (1) can destroy the environment/are very dangerous (1) • Storms/tsunamis/hurricanes can take many days to pass (1) and cause significant damage including loss of life so these will affect the length of the tourism season. (1) <p>Accept any other reasonable answer.</p>	6
4(c)	<p>Explain <u>two</u> ways ecotourism may be regarded as sustainable.</p> <p>Award one mark for each way and up to two further marks for explanation of each.</p> <ul style="list-style-type: none"> • Use of traditional materials maintains supplies and skills (1) this ensures that these traditions do not die out (1) as they will be continually needed (1) • Use of traditional accommodation gives personal attention which helps educate visitors (1) about local crafts and foods (1) ensuring that these are needed and developing an understanding for the future (1) • Maintenance of reserves and national parks (1) ensures the environment is looked after (1) which will keep their wildlife species safe for the future (1) <p>Accept any other reasonable answer.</p>	6

Question	Answer	Marks
4(d)	<p>Discuss the likely characteristics of coastal destinations which would appeal to different types of visitors.</p> <p>Indicative content: Coasts will include built and natural environments. Built environments could include resorts – both the hotel variety and the seaside resort. Some discussions may suggest leisure tourists are the main visitors who come to walk along the coast in the resort, swim in the sea etc. Responses may also refer to adventure tourists or younger tourists who come to coastal areas for sporting or exciting activities. Cultural tourists may visit coastal towns and cities of significance – examples may be used in responses. Ecotourists may be mentioned as this is in the case study and there may be discussion about the wildlife that may be found there.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of the likely characteristics of coastal destinations which would appeal to different types of visitors. Candidates effectively discuss a range of factors and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of likely characteristics of coastal destinations which would appeal to different types of visitors. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p>Level 1 (1–3 marks) Candidates identify/describe some characteristics of coastal destinations. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	9