

Cambridge IGCSE™

TRAVEL & TOURISM**0471/12**

Paper 1 Key Terms and Concepts

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MARK SCHEME

Maximum Mark: 80

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **20** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

**Social Sciences-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:

- 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)
- DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- 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 ...).
- 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.)
- DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- 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).
- 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.

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.

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
BOD	Benefit of doubt given
VG	Content of response too vague
NAQ	Not answered question
REP	Repetition
SEEN	Page or response seen by examiner
BP	Blank page
K	Knowledge
APP	Application
AN	Analysis
EVAL	Evaluation

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

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. 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	2
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	1
0	No creditable response.	No creditable response.	No creditable response.	0

Table B

Level	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 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. 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	2
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	1
0	No creditable response.	No creditable response.	No creditable response.	0

Question	Answer	Marks
1(a)(i)	Identify the following: Award one mark for a correct identification. whether Bavaria has more international or domestic tourists: domestic Credit this response only.	1
1(a)(ii)	Identify the following: Award one mark for a correct identification. the number of tourists that stay at least one night in Bavaria: 7.7 million Credit this response only.	1
1(b)	State <u>three</u> characteristics of tourism. Award one mark for each correct identification. • Intangible • Perishable • Seasonal • Dynamic • Resilient • Increasingly sustainable Credit these responses only.	3
1(c)	Identify <u>three</u> types of camping accommodation. Award one mark for each correct type. • Tent/Teepee/luxury tent/roof tents • Caravan • Campervan/RV/camper/camping van • Yurt NOTE: Glamping is a holiday/experience not a type of accommodation Credit all valid responses.	3

Question	Answer	Marks
1(d)	Explain <u>three</u> negative sociocultural impacts of tourism. Award one mark for the correct identification of a negative sociocultural impact and a second mark for explanatory development of the impact in context. • Demonstration effect [1] traditional dress/behaviour/culture is lost [1] • Commodification [1] local traditions and culture lose their traditional cultural value/importance [1] • Crime [1] thieves target wealthy tourists negatively effecting the moral values the local community [1] • Culture clash [1] causing offence and tension between tourism industry and local population [1] • Changes to traditional way of life [1] local jobs are lost/people move out of rural areas to work in tourist destinations [1] • Loss of national/cultural identity [1] culture changes to be more global/international, causing traditional cultures to be lost/diluted [1] • Culture conflict between tourists and locals [1] loss of respect and harmony between the tourism industry and local population/can make the destination feel less genuine [1] Credit all valid responses.	6

Question	Answer	Marks
1(e)	Evaluate the importance of overnight tourism to a destination's economy. Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks – K × 2 AO3 out of two marks – AN × 2 AO4 out of two marks – EVAL × 2 Responses may include the following and any other valid points should be accepted: AO1 Knowledge and understanding • Tourist spend creates the multiplier effect • Jobs are created to look after and provide for the tourists • Tourist spending creates an increase in tax income for the government AO3 Analysis • Economic benefits spread to other areas of the economy/country • However, destination's economy may become overdependent on tourism • Creation of wealth for the local population/local businesses • Creation of jobs allows local people to improve their standard of living • Government can use tax to develop the local infrastructure AO4 Evaluation • GDP increases/stronger more stable economy • Economy is vulnerable to economic shocks and could fall into a recession if tourists do not visit the destination and spend money • If a country cannot provide for these tourists, international companies will set up in the area creating a risk of economic leakage • Government spending on infrastructure development benefits the locals as well as the tourists and tourism industry	6

Question	Answer	Marks
2(a)	Using Figure 2.1. identify <u>two</u> methods of public transport. Award one mark for each correct identification. • Taxis • Bus/buses • Shuttle • App based rides (e.g. Uber/Bolt) Credit these responses only.	2
2(b)	State <u>two</u> differences between app-based rides and taxis. Award one mark for each correct identification. • App-based rides are unregulated • App-based rides can only be booked using an App (taxis can be called/hailed) • Taxis have fixed fare rates/App-based rides fare rates vary with demand/surge pricing (dynamic pricing) • App-based rides always require prepayment/no cash requirement • App-based rides charge a fixed fee at time of booking/purchase (taxi fee changes with length of time/traffic) • App-based rides require payment before/Taxis pay at the end of the ride/journey • App-based rides offer a lot of choice of vehicle/taxi cars are often standard or have limited choices • App-based rides always provide the passenger with car and driver details for more security Credit all valid responses.	2
2(c)	Explain <u>two</u> ways buses are more sustainable than taxis. Award one mark for the correct identification of a way and a second mark for explanatory development of the way in context. • Buses take more passengers per trip [1] less carbon footprint/reduced carbon emissions per passenger than individual/private cars [1] • Less congestion in the area [1] less vehicles on the road/less traffic because buses carry more passengers per trip [1] • Buses can use bus lanes [1] reduce congestion on the roads [1] • More Busses use alternative fuel than taxi cars [1] reducing air pollution [1] Credit all valid responses.	4

Question	Answer	Marks
2(d)	Explain <u>three</u> ways destinations benefit from having good transport infrastructure. Award one mark for the correct identification of a way and a second mark for explanation of the way in context. • More appealing to tourists [1] increases success of the tourism industry/generate more income from tourism [1] • More appealing to business tourist [1] business tourists are usually high spenders so destination benefits from increased tourist spending rates [1] • Attract a wider range of tourist types [1] destination is more inclusive/accessible [1] • Good destination reputation/brand image [1] attracting more and repeat tourists to the destination/competitive edge [1] • Easier for tourists to travel around the destination [1] spreading the benefit of tourism/tourist spending to other areas [1] • Encourages more domestic tourists to travel within their country – easier to get around/day trips become more feasible [1] increasing domestic tourism rates/domestic tourism spend [1] Credit all valid responses.	6

Question	Answer	Marks
2(e)	Evaluate the benefits of hub airports for destinations. Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks K × 2 AO3 out of two marks AN × 2 AO4 out of two marks EVAL × 2 Responses may include the following and any other valid points should be accepted: AO1 Knowledge and understanding • Hub airports facilitate air transport accessibility to a wider range of destinations/increased connectivity • Hub airports bring more tourists into the destination • Hub airports are operationally more efficient because of economies of scale • Generate a large amount of jobs within the airport • Tourist/local population have a greater choice of airlines • Volume of passengers using the airports results in large amount of spending in the airport/in the economy AO3 Analysis • Stopover tourists using the hub airport may stay in the destination and spend money • Demand for the destination increases – tourist become familiar with the destination and revisit after passing through the hub airport • Stimulates economic development in the area/attracts other businesses and industries to the area AO4 Evaluation • Destination develops a good reputation because of its accessibility • As the tourism industry develops it stimulates the local economy increasing the benefits to the local people • Destination develops a competitive advantages/increased competitiveness • Destination becomes less seasonal as hub airport is used all year round	6

Question	Answer	Marks
3(a)	Identify the type of destination Koutavos Lagoon is. Award one mark for each correct identification. Coastal/beach Credit this response only.	1
3(b)	Define the term ‘responsible tourism’. Award one mark for a correct definition. Behaving respectfully towards the environment and local people/tourism that makes a positive contribution to the destinations environment, culture and community. Credit all valid responses.	1
3(c)	Explain <u>three</u> ways Koutavos Lagoon is minimising its negative environmental impacts. Award one mark for the correct identification of a way and a second mark for explanatory development of the way in context. - Bridge does not allow motorised vehicles/walking only [1] reducing carbon emissions at the Lagoon [1] - Information board/tourists are educated about the environment [1] encouraging positive environmental behaviour [1] - Boats are electric/pedalos are human powered [1] no carbon emissions [1] - Area is protected/protect nature reserve [1] environment is managed to create positive environmental impacts/development of the area is restricted keeping the area natural [1] - Boat and pedalo hire from local providers [1] money is kept in the local economy/benefits the local community [1] Credit all valid responses.	6

Question	Answer	Marks
3(d)	Explain <u>three</u> features of the Koutavos Lagoon that would appeal to leisure tourists. Award one mark for the correct identification of a feature and a second mark for explanatory development of the appeal of the feature in context. • Protected nature reserve [1] leisure tourists can experience the unspoilt/natural environment [1] • Information boards [1] leisure tourists can learn about the flora and fauna [1] • No vehicle access [1] experiences the natural environment without noise or air pollution [1] • Hire a boat/pedalo [1] enjoy the lagoon from a different perspective/new experience [1] • Swim the lake [1] cool down from the heat [1] • Sunbathe/relax on the beach [1] with water close by to cool down [1] • Walk around the area/bridge [1] relaxing in nature [1] • Experience rare flora/fauna [1] unique experience/not available at home [1] Credit all valid responses.	6

Question	Answer	Marks
3(e)	Discuss how an increased awareness and concern for the environment would impact demand for tourism at Koutavos Lagoon. Follow the point-based marking guidance at the top of this mark scheme and use Table B to give marks for each candidate. AO2 out of two marks – APP × 2 AO3 out of two marks – AN × 2 AO4 out of two marks – EVAL × 2 Responses may include the following and any other valid points should be accepted: AO2 Application • More tourists would visit the area to experience the protected and natural environment • Less tourists would visit for fear of having a negative environmental impact • Increased demand from responsible/ecotourists AO3 Analysis • However, this may bring congestion and other negative environmental impacts to the area, which over time can reduce the appeal of the destination and subsequently the demand • More sustainable tourism organisations are attracted to the area to cater for the increased demand increasing the benefit for the local economy • Locals also become more concerned for the environment and start to resent tourism to preserve the lagoon AO4 Evaluation • To manage possible negative impacts caused by the increased demand, Koutavos Lagoon should implement a carrying capacity, so the area is not negatively affected • Tourists need to be assured/educated on how they can visit the area responsibly to prevent any future impacts from an increase in demand	6

Question	Answer	Marks
4(a)	State <u>two</u> services provided at tourist information centres. Award one mark for each correct identification. • Promotion of the area • Free water (Insert) • Provide/give/sell information/leaflets • Advice/help/recommendations • Destination brand development • Sell/giving souvenirs/maps • Make bookings • Currency exchange • Guided tour • Car hire • Hire/book a tour guide • Educate tourists about the local area • Translation Credit all valid responses.	2
4(b)	Using Figure 4.1, identify <u>two</u> ways the tourist information centre is supporting the local culture. Award one mark for each correct identification. • Cultural statue/dragon • Cultural decorations • Cultural images/graphics/symbols used to decorate the TIC • Cultural information provided • Sign is written in the local language • Sell books/magazines about the culture/local history • Promote cultural destinations/attractions • Suggesting local authentic businesses Credit all valid responses that are evident in the Insert.	2

Question	Answer	Marks
4(c)	State <u>four</u> ways tourist information centres can provide for tourists who speak a different language. Award one mark for the correct identification of a way. • Multilingual staff • Hire a translator • Leaflets/brochures in different languages • Use maps/ to communicate • Signs in different languages/international signs • Use images/drawing to communicate • Provide websites that can be translated • Use an app with translate function/digital translator • Audiobooks in different languages • Communicate with gestures/international signs • Information leaflets/maps in common international language e.g. English Credit all valid responses.	4
4(d)	Evaluate <u>two</u> reasons why destinations provide tourist information centres. Award one mark per analytical comment on a reason why and award a second mark and third mark for evaluative comment of the reason in context. AO3 Analysis (AN × 1) • Improve the appeal of the destination – tourists know they can easily get information so they can enjoy the products, services and facilities • Promotion of the tourist products and facilities supporting the tourism industry • To encourage responsible tourist in the destination • To promote different areas of the country/destination AO4 Evaluation (EVAL × 2) • Develop a good reputation as a destination creating a competitive edge [1] attract more tourists [1] • Tourist satisfaction which leads to repeat visits and/or good reviews [1] ensuring the future/competitive edge of the destination [1] • Spreads the benefit of tourism [1] reducing the chances of overtourism [1] Credit all valid responses.	6

Question	Answer	Marks
4(e)	Discuss the importance of tourist information centres having good customer service standards. Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks K × 2 AO3 out of two marks An × 2 AO4 out of two marks EVAL × 2 Responses may include the following and any other valid points should be accepted: AO1 Knowledge and understanding: • Standardise good customer service across all staff • Used for training staff • Sets expectations for staff • Ensures all tourists are provided with good/standardised customer service/treated the same by staff • Higher chance of return business • Creates a good brand image AO3 Analysis • Setting a good impression of the destination • Ensure they provide good customer service for customers • Leads to repeat visit at the TIC • If standards are not in place the customer experience can be negative resulting in a bad image for the TIC/destination AO4 Evaluation • Destination has a greater chance of success • Improved customer experience • TIC can provide a good/positive experience for all customer types	6