
TRAVEL AND TOURISM**0471/13**

Paper 1 Core Module

October/November 2017

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.

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Question	Answer	Marks				
1(a)	<p>Identify the following:</p> <p>Award one mark for each correct identification.</p> <table border="1" data-bbox="308 383 1321 551"> <tr> <td data-bbox="308 383 815 465">The number of passengers carried on Star Ferries per year</td> <td data-bbox="815 383 1321 465">21.6 million</td> </tr> <tr> <td data-bbox="308 465 815 551">The number of routes operated by Star Ferries</td> <td data-bbox="815 465 1321 551">2</td> </tr> </table>	The number of passengers carried on Star Ferries per year	21.6 million	The number of routes operated by Star Ferries	2	2
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1(b)	<p>Hong Kong is located on China's south coast and is situated just south of the Tropic of Cancer.</p> <p>State the climate of Hong Kong.</p> <p>Award one mark for the correct identification of:</p> <p>subtropical</p>	1				
1(c)	<p>Explain <u>two</u> ways that transport organisations, such as Star Ferry, can minimise their environmental impact.</p> <p>Award one mark for the correct identification of a way and award a second mark for appropriate explanatory development of how the way reduces the impact.</p> <p>Carbon Offsetting [1] planting trees [1] supporting energy efficiency [1] Using local suppliers [1] reduce delivery mileage [1] reduce pollution caused by deliveries [1] Fuel efficient engines [1] burn less fuel and reduce air pollution [1] Incentives for workers to walk/cycle to work [1] purchase discounted cycles [1] additional discounts given to workers [1] reduce carbon footprint [1] Solar panel/wind turbine/biomass boilers [1] use green energy for port buildings [1] Limit operational hours [1] reduce noise pollution [1]</p> <p>Credit all valid responses in context.</p> <p><i>Note: explanatory development should set out purpose/reasons for the way that has been identified.</i></p>	4				

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1(d)	<p>State <u>three</u> services that may be provided aboard international ferries and for <u>each</u> give <u>one</u> benefit to the passenger.</p> <p>Award one mark for the correct identification of a service and award a second mark for a correct description of the service.</p> <table border="1" data-bbox="308 450 1321 902"> <thead> <tr> <th data-bbox="308 450 815 499">Service</th> <th data-bbox="815 450 1321 499">Benefit</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 499 815 548">Shop [1]</td> <td data-bbox="815 499 1321 548">last minute purchases [1]</td> </tr> <tr> <td data-bbox="308 548 815 633">Tourist information office [1]</td> <td data-bbox="815 548 1321 633">leaflets and activities to do at destination [1]</td> </tr> <tr> <td data-bbox="308 633 815 719">Tour guide on board [1]</td> <td data-bbox="815 633 1321 719">commentary of sights/landmarks on route [1]</td> </tr> <tr> <td data-bbox="308 719 815 768">Café/restaurant [1]</td> <td data-bbox="815 719 1321 768">scenic dining experience [1]</td> </tr> <tr> <td data-bbox="308 768 815 853">Children’s entertainment/activity area [1]</td> <td data-bbox="815 768 1321 853">pass the time during the journey [1]</td> </tr> <tr> <td data-bbox="308 853 815 902">Baggage Assistance [1]</td> <td data-bbox="815 853 1321 902">Help passengers with bags [1]</td> </tr> </tbody> </table> <p>The focus of this question is on services NOT facilities e.g. toilets, power sockets, Wi-Fi etc.</p> <p>Credit all valid responses in context</p>	Service	Benefit	Shop [1]	last minute purchases [1]	Tourist information office [1]	leaflets and activities to do at destination [1]	Tour guide on board [1]	commentary of sights/landmarks on route [1]	Café/restaurant [1]	scenic dining experience [1]	Children’s entertainment/activity area [1]	pass the time during the journey [1]	Baggage Assistance [1]	Help passengers with bags [1]	6
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1(e)	<p>Explain <u>three</u> ways that local people may be affected when transport services become popular with tourists.</p> <p>Award one mark for the correct identification of an affect and award a second mark for a correct explanatory development of how it affects the locals.</p> <p>Transport services becomes congested [1] locals cannot commute to work [1] Traffic congestion [1] harder for locals to move around [1] Prices increase [1] pricing out locals [1] Service times change [1] locals cannot use service for daily routes [1] Increased waiting time to purchase tickets [1] locals lives disrupted/inconvenienced [1] Increase in pollution [1] locals’ environment harmed/changed [1] More jobs in transport services [1] more locals employed as drivers [1] Increase in transport services [1] more convenient for locals [1]</p> <p>Context for all explanations should be the locals.</p> <p><i>Note: explanatory development should set out purpose/reasons for the way that has been identified.</i></p>	6														

Question	Answer	Marks
1(f)	<p>Discuss the benefit of looking at tourist reviews sites when planning journeys.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Real life review Provides unbiased information about the destination/tourism organisation Hints and tips Find the best services/places to go Research prior to purchase View traveller photographs Variety of opinions Positive and negative, aware of difficulties <p>Credit all valid responses in context</p> <p>Level 1 (1–2 marks) will identify up to two valid benefits, providing some detail but will be mainly descriptive.</p> <p>Level 2 (3–4 marks) can be awarded for an analysis of the benefits, clearly indicating how the tourist would benefit.</p> <p>Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/importance of particular benefits. Better answers will have a reasoned conclusion.</p> <p>Example:</p> <p>Tourists can research tourist review sites prior to their departure or purchase [L1], they provide lots of different opinions from real travellers [L1]. Tourists can understand the advantages and disadvantages of a destination and make plans to overcome any possible issues [L2] therefore guaranteeing a more successful trip for the tourists [L3]. However, tourist review sites are not always authentic opinions, some posts are falsified (from competitors) and may give a false impression [L2]. However the most important benefit is that it is real life reviews from fellow travellers and tourists can form their opinion based upon these views rather than biased marketing materials[L3], allowing them to plan a more successful trip [L3].</p>	6

Question	Answer	Marks
2(a)	<p>Photograph A (Insert), shows a catering facility situated at a tourist attraction.</p> <p>Identify <u>three</u> ways that this catering facility is meeting customer needs.</p> <p>Award one mark for each correct identification.</p> <p>Heated food display unit Till Self-service fridges Coffee machine Lighting Food Drink Staff ready to help/serve Clearly visible Menu/variety of choices Fridges</p> <p>Credit all valid responses in context</p>	3
2(b)	<p>Explain how each of the following may improve the customer experience:</p> <p>Award one mark for the correct identification of a benefit and award a second mark for a correct explanatory development of the benefit.</p> <p>Multi-lingual menus Easier to understand [1] read themselves in own language [1] Easier to order [1] inclusive for all customers [1] No need for translation [1] easier [1] less staff interaction [1] Attracts customers [1] inclusive [1] feel welcome [1]</p> <p>Self-service drink fridges Quicker service [1] less staff interaction [1] View products easily [1] easily make choices [1] No need to queue [1] quicker [1]</p> <p>Credit all valid responses in context</p> <p><i>Note: explanatory development should set out purpose/reason.</i></p>	4

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2(c)	<p>Give <u>three</u> examples of details that a waiter would write on an order ticket and for <u>each</u> suggest <u>one</u> reason why the waiter might write it.</p> <p>Award one mark for the correct identification of an item and award a second mark for a correct explanatory comment.</p> <table border="1" data-bbox="308 450 1321 1171"> <thead> <tr> <th data-bbox="308 450 815 499">Detail</th> <th data-bbox="815 450 1321 499">Reason</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 499 815 548">Time of order [1]</td> <td data-bbox="815 499 1321 548">To check service time [1]</td> </tr> <tr> <td data-bbox="308 548 815 633">Drinks/wine order [1]</td> <td data-bbox="815 548 1321 633">To pass information to sommelier/bar [1]</td> </tr> <tr> <td data-bbox="308 633 815 683">Food/Mains order [1]</td> <td data-bbox="815 633 1321 683">To notify kitchen [1]</td> </tr> <tr> <td data-bbox="308 683 815 768">Amount of the item ordered [1]</td> <td data-bbox="815 683 1321 768">Information for chef/kitchen/get order right [1]</td> </tr> <tr> <td data-bbox="308 768 815 817">Table number [1]</td> <td data-bbox="815 768 1321 817">To deliver meals to correct table [1]</td> </tr> <tr> <td data-bbox="308 817 815 902">Number of customers [1]</td> <td data-bbox="815 817 1321 902">To check correct number of mains/meals [1]</td> </tr> <tr> <td data-bbox="308 902 815 952">Side orders [1]</td> <td data-bbox="815 902 1321 952">To meet individual needs [1]</td> </tr> <tr> <td data-bbox="308 952 815 1037">Allergies [1]</td> <td data-bbox="815 952 1321 1037">To make kitchen/chef aware of risks [1]</td> </tr> <tr> <td data-bbox="308 1037 815 1122">Price of item [1]</td> <td data-bbox="815 1037 1321 1122">To work out how much customer has to pay [1]</td> </tr> <tr> <td data-bbox="308 1122 815 1171">Eat in/takeaway [1]</td> <td data-bbox="815 1122 1321 1171">To package/plate order correctly [1]</td> </tr> </tbody> </table> <p>Do not award repetition of food order (e.g. meat, vegetables etc.) other than courses.</p> <p><i>Note: explanatory development should set out purpose/reasons for the item that has been identified.</i></p>	Detail	Reason	Time of order [1]	To check service time [1]	Drinks/wine order [1]	To pass information to sommelier/bar [1]	Food/Mains order [1]	To notify kitchen [1]	Amount of the item ordered [1]	Information for chef/kitchen/get order right [1]	Table number [1]	To deliver meals to correct table [1]	Number of customers [1]	To check correct number of mains/meals [1]	Side orders [1]	To meet individual needs [1]	Allergies [1]	To make kitchen/chef aware of risks [1]	Price of item [1]	To work out how much customer has to pay [1]	Eat in/takeaway [1]	To package/plate order correctly [1]	6
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2(d)	<p>Explain <u>three</u> benefits to tourism organisations of providing catering facilities for their customers.</p> <p>Award one mark for the correct suggestion of a benefit and award a second mark for explanatory development of the benefit.</p> <p>Increase customer enjoyment/satisfaction [1] stay longer (increases dwell time) [1] Increase reputation [1] attract more tourists [1] Provides opportunity to rest/refresh [1] customer satisfaction [1] Increases secondary spend [1] additional funding/income [1] Meeting customer needs [1] food and drink/refreshment/rest area [1]</p> <p>Do not award repetition of providing refreshments e.g. food, drink etc.</p> <p><i>Note: explanatory development should set out purpose/reasons for the benefit that has been identified.</i></p>	6																						

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2(e)	<p>Discuss how visitor attractions may appeal to school groups.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Educational talks and demonstrations Information/education Classroom Parking for coaches Guided tours Bring learning to life Packages for schools/colleges Discount prices for pupils/students Recreation time/enjoyment <p>Credit all valid responses in context</p> <p>Level 1 (1–2 marks) will identify up to two valid ways, providing some detail but will be mainly descriptive.</p> <p>Level 2 (3–4 marks) can be awarded for an analysis of the ways, clearly indicating how the school groups would benefit.</p> <p>Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/importance of particular ways. Better answers will have a reasoned conclusion.</p> <p>Example: Disneyland Paris provides educational talks [L1] which will include subject specific activities and worksheets to increase the learning taking place [L2]. They also provide classrooms [L1] so school groups can all sit together to learn and complete set tasks [L2]. Educational talks can be customised by the teacher so that they can be sure that school groups learn all that they need to [L3]. Guaranteeing that the trip will be successful and productive for the teachers and the pupils and they all enjoy a good trip [L3].</p>	6

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3(a)	<p>Identify the following:</p> <p>Award one mark for each correct identification:</p> <table border="1" data-bbox="308 383 1321 633"> <tr> <td data-bbox="308 383 815 465">The percentage of visitors that visit Alaska out of season</td> <td data-bbox="815 383 1321 465">15%</td> </tr> <tr> <td data-bbox="308 465 815 548">The number of visitors arriving in Alaska by air</td> <td data-bbox="815 465 1321 548">898 500</td> </tr> <tr> <td data-bbox="308 548 815 633">The number of tourism jobs in Alaska</td> <td data-bbox="815 548 1321 633">38 700</td> </tr> </table>	The percentage of visitors that visit Alaska out of season	15%	The number of visitors arriving in Alaska by air	898 500	The number of tourism jobs in Alaska	38 700	3
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3(b)	<p>Visitors spend over US\$1.83 billion in Alaska.</p> <p>State <u>four</u> types of products and services that tourists might buy when in a destination.</p> <p>Award one mark for each correct identification.</p> <p>Transport Tourist attractions/events Accommodation Food/drink Souvenirs Guided tour</p> <p>Credit all valid responses in context. Be aware of repetition.</p>	4						
3(c)	<p>Explain <u>three</u> factors that may discourage tourists from visiting Alaska in November.</p> <p>Award one mark for the correct identification of a factor and award a second mark for an explanatory development of the factor.</p> <p>Limited tourist facilities/service available [1] facilities shut down [1] Limited transport services [1] stopped due to safety/lack of demand [1] Climate/Weather [1] too cold [1] No national/school holidays in home country [1] limiting families from travelling [1] Cruise Ships do not visit [1] cruise season has passed [1]</p> <p>Credit all valid responses in context</p> <p><i>Note: explanatory development should set out purpose/reasons for the factor that has been identified.</i></p>	6						

Question	Answer	Marks
3(d)	<p>Describe <u>three disadvantages</u> of jobs in the tourism industry.</p> <p>Award one mark for the correct identification of a disadvantage and award a second mark for appropriate descriptive comment about each.</p> <p>Long/antisocial hours [1] limited time with/away from family/ friends [1] Seasonal employment [1] no work/money out of season [1] Poor pay [1] long hours for limited pay/could earn more in other industries [1] Higher skilled jobs go to foreign workers [1] hard for locals to get skills /higher paid jobs [1]</p> <p>Credit all valid responses in context</p>	6
3(e)	<p>Discuss the ways that destinations can encourage tourists to arrive out of season.</p> <p>Indicative content: Events/festivals Special offers/promotions Sport tourism (if specific e.g. mountain walking in ski resorts)</p> <p>Credit all valid responses in context</p> <p>Level 1 (1–2 marks) will identify up to two valid ways providing some detail within the context but will be mainly descriptive.</p> <p>Level 2 (3–4 marks) can be awarded for an analysis clearly indicating how the way encourages more tourism.</p> <p>Level 3 (5–6 marks) can be awarded for evaluative comment about the significance/importance of the way in encouraging tourism. Better answers will have a reasoned conclusion.</p> <p>Example: Destinations can encourage out of season tourism numbers to grow by holding special events and festivals [L1]. When held out of season events and festivals give the tourist a reason to visit the destination [L2]. The tourist may then extend their visit to the destination and see other sights therefore spending more money within the economy [L3]. Alternatively the government could work with tourism providers to encourage a coordinated program of discounts/special offers [L1] encouraging tourists to travel to the destination bringing more customers and money to the tourism businesses [L2]. This will have the additional benefit of minimising some negative impacts associated with tourism e.g. seasonal employment can become all year round employment [L3] providing economic benefits and increasing the multiplier effect in the low season [L3].</p>	6

Question	Answer	Marks						
4(a)	<p>Refer to Fig 3 (Insert), an itinerary for a tour to Damnoen Saduak Floating Market in Thailand.</p> <p>Identify the following:</p> <p>Award one mark for each correct identification.</p> <table border="1" data-bbox="308 481 1321 734"> <tr> <td data-bbox="308 481 890 566">The method of transport to and from Damnoen Saduak Floating Market</td> <td data-bbox="890 481 1321 566">[Air-conditioned] coach [1]</td> </tr> <tr> <td data-bbox="308 566 890 616">The start time of the boat tour</td> <td data-bbox="890 566 1321 616">08:45 [1]</td> </tr> <tr> <td data-bbox="308 616 890 734">One suggested activity whilst at the Damnoen Saduak Floating Market</td> <td data-bbox="890 616 1321 734">Purchase souvenirs [1] Take photographs [1] Explore/sightseeing [1]</td> </tr> </table> <p>Accept only these responses</p>	The method of transport to and from Damnoen Saduak Floating Market	[Air-conditioned] coach [1]	The start time of the boat tour	08:45 [1]	One suggested activity whilst at the Damnoen Saduak Floating Market	Purchase souvenirs [1] Take photographs [1] Explore/sightseeing [1]	3
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4(b)	<p>Explain <u>one likely positive</u> and <u>one likely negative</u> impact to the local population of the tour in Fig. 3 (Insert) being only a half-day tour.</p> <p>Award one mark for the correct identification of an impact and award a second mark for explanatory development of the impact.</p> <p>Negative</p> <p>Limits tourist spending [1] economic benefit reduced [1] Congestion [1] large numbers in limited time [1] Custom for half a day only (tourism organisations) [1] part-time employment (negative) [1] economic benefit limited [1]</p> <p>Positive</p> <p>Locals can still use the facilities (market) for their original purpose [1] minimise disruption to local life [1] Limits culture clash impacts [1] locals can avoid tourists in afternoon [1]</p> <p>Credit all valid responses in context</p> <p><i>Note: explanatory development should set out purpose/reasons for the impact that the candidate has identified.</i></p>	4						

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4(c)	<p>Explain <u>three</u> benefits to tour operators of using local tour guides.</p> <p>Award one mark for the correct identification of a benefit and award a second mark for a correct explanatory development of the benefit.</p> <p>minimise negative social impacts [1] providing a positive selling point to the operator [1] Guides have local knowledge [1] advise tourists accordingly [1] Local guides may have better knowledge [1] know the best spots/times etc. [1] Guides are aware of and sensitive to impacts [1] may have first-hand experience of the impacts [1] Advise tourists not to act inappropriately [1] minimising impacts [1] Be respectful of local traditions [1] allowing better relationship with the host population [1] Cheaper than importing staff [1] local living standards or wages maybe lower [1]</p> <p>Credit all valid responses in context</p> <p><i>Note: explanatory development should set out purpose/reasons for the benefit that has been identified.</i></p>	6
4(d)	<p>Describe <u>three</u> features of a destination that may appeal to budget travellers.</p> <p>Award one mark for the correct identification of an appeal and award a second mark for a correct explanatory development of that appeal – in the context of budget travellers.</p> <p>Public transport [1] cheaper mode of travel/than taxi/affordable [1] Good transport links [1] independent travellers/prefer flexible transport [1] Local street food [1] more authentic experience/interact with the locals/cheaper than restaurants [1] Affordable/cheaper hotels or hostels [1] accommodation to suit limited budget [1] Centrally located accommodation [1] no transport required [1] Affordable cheap/free attractions [1] can still visit even with a limited budget [1]</p> <p><i>Note: explanatory development should set out purpose/reasons for the appeal that has been identified and must be set in the context of budget travellers.</i></p> <p>Credit all valid responses in context</p>	6

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4(e)	<p>Discuss the appeal of all-inclusive holidays to families.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> Budget prior to departure Minimal spend when at resort Kids clubs and entertainment included Popular with families – meet other families/children No need to travel out of the resort Families may feel safer Snacks and drinks are included reducing daily spend <p>Context has to be all-inclusive and families</p> <p>Level 1 (1–2 marks) will identify up to two valid points of appeal of all-inclusive holidays for families providing some detail.</p> <p>Level 2 (3–4 marks) can be awarded for an analysis clearly indicating how families benefit from the point of appeal identified.</p> <p>Level 3 (5–6 marks) can be awarded for evaluative comment about the appeal of all-inclusive holidays to families. Better answers will have a reasoned conclusion.</p> <p>Example:</p> <p>All-inclusive holidays are good for families because everything is included, families will know exactly how much they will spend [L1] this allows them to budget and save in advance of the holiday [L1]. This is good because it can be expensive to pay for a whole family to go on holiday [L2]. All-inclusive holidays appeal to families so it is likely that other families will be in the resort [L1] so children will find other children to play with and enjoy their holiday [L2]. This will increase their enjoyment [L3]. The biggest advantage to families is the ability to budget and control their expenditure [L3].</p>	6