Cambridge International AS & A Level

TRAVEL & TOURISM	**9395/12**
Paper 1 The Industry	**May/June 2023**
MARK SCHEME	
Maximum Mark: 100	

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **15** 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	**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.

Question	Answer	Marks
1(a)	**Explain <u>two</u> likely reasons for the appeal of aquariums for families.** Award one mark for each reason and a second mark for explanation. • Plenty of exhibits (1) provides something for everyone (1) • Viewing platforms are at heights (1) allowing everyone to be able to see what is in there (1) • Some exhibits are hands-on (1) which is interesting and educational for children of all ages (1) • Ease of movement (1) wide aisles allow plenty of room for any buggies etc. needed for children and lots of space for them to move around (1) Credit any other reasonable answer.	4
1(b)	**Explain <u>three</u> ways mobile technology may be used by aquariums.** Award one mark for each way and a second mark for explanation. • Bookings (1) can be made easily by customers whenever they like (1) • Contact (1) can be made quickly/cheaply/easily via text messages (1) • Marketing (1) can be done through social media sites (1) • Tickets can be sent (1) so reducing queues at the venue (1) • Complaints (1) can be resolved quickly and easily in some cases (1) Credit any other reasonable answer.	6
1(c)	**Explain <u>two</u> benefits of good customer service for aquariums.** Award one mark for each benefit and up to two further marks for explanation. • Increased business (1) due to staff being good at their jobs (1) giving confidence to customers allowing return business/increased customer numbers due to good word of mouth (1) • Reputations are good (1) which attracts more customers (1) and helps staff enjoy their working conditions (1) • Increased custom (1) allows investment to occur (1) and this can further improve conditions for staff and customers (1) Credit any other reasonable answer.	6

Question	Answer	Marks
1(d)	**Discuss how tourism organisations might change the cost/quality ratio to appeal to different types of tourists.** Indicative content: Cost/quality ratio refers to the product or service being deemed value for money. Organisations may try to alter their products or services by altering what they sell in order to attract different customers. Hotels could offer room only instead of bed and breakfast to reduce costs for customers and make themselves more attractive to other customer types. Cheaper/more luxurious products may be used in the rooms. Airlines can offer the booking of a seat only with other things such as food, luggage, seat reservations as extras. Different types of refreshment facilities may be available – e.g. coffee makers or kettles and sachets of tea/coffee. Less room in some areas of the aircraft/train – larger seats, better upholstery for some passengers. Alternatively hotels/tour operators may offer luxury facilities and products to encourage guests with more money to spend. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (7–9 marks)** Candidates will show a clear understanding of the question and include detailed identification and discussion of the ways the cost/quality ratio may be altered to attract different types of customers. 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. **Level 2 (4–6 marks)** Candidates will show an understanding of the question and include explanations of the ways the cost/quality ratio may be altered to attract different types of customers. 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. **Level 1 (1–3 marks)** Candidates identify/describe some of the ways in which the cost/quality ratio may be altered to attract different types of customers. 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. **Level 0 (0 marks)** No content worthy of reward.	9

Question	Answer	Marks
2(a)	**State <u>four</u> characteristics of budget airline flights.** Award one mark for each correct characteristic that is identified. • Unreserved seating or paying a fee to reserve a seat • Paying extra for luggage • Paying extra for food • Single passenger class • Uses mainly regional airports • Short haul flights • Personnel usually fulfil more than one role • Fast turn round times • Less leg space • Staff multitask • Not likely to give refunds Credit any other reasonable answer.	**4**
2(b)	**Explain <u>three</u> ways commercial organisations generate income.** Award one mark for each way and a second mark for the accompanying explanation. • Sales of products/services (1) generates funds (1) • Sales of shares (1) allows money to be raised from investors (1) • Government grants (1) may be applied for in development areas which will support the organisation (1) • Sale of ancillary products (1) to get a competitive advantage (1) • Investment in other organisations (1) so that they can benefit from dividend payments (1) Credit any other reasonable answer.	**6**

Question	Answer	Marks
2(c)	**Discuss why budget airlines use e-ticketing.** Indicative content: Online cuts down wage costs as not as many employees are needed. No postage costs or staff needed to print and hand out. They are available for customers 24/7. Can be kept on phones or mobile devices rather than printed. Centralised so that multiple offices are not required and this therefore reduces operating costs which then can assist with offering lower prices and being more competitive. Easy to respond directly to customers. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (5–6 marks)** Candidates will show a clear understanding of the question and include a detailed discussion as to why budget airlines use e-tickets. Candidates effectively discuss the reasons and attempt to weigh up the significance of each. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. **Level 2 (3–4 marks)** Candidates will show an understanding of the question and include explanations of why budget airlines may use e-tickets. 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. **Level 1 (1–2 marks)** Candidates identify/describe some possible reasons why budget airlines use e-tickets. Information may be a list of points, explanations are incomplete and arguments partial (if present). The answer lacks 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. **Level 0 (0 marks)** No content worthy of reward.	6

Question	Answer	Marks
2(d)	**Evaluate the ways budget airlines may meet the needs of their internal customers.**	9
	Indicative content: Airlines should provide a safe working environment – making sure that all are aware of the health & safety requirements of their job role. Staff should be provided with the relevant uniforms so that they can be clearly seen/easily identified. Staff should be trained to the relevant standards for their job – so they can operate all necessary equipment safely and securely. Training should be available. Staff should be paid according to the relevant industry standards. Use a relevant standard for working/training so that the staff know what they should be trying to achieve. Make sure all know who/where to go if in difficulty. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (7–9 marks)** Candidates will show a clear understanding of the question and include detailed identification and evaluation of the ways that budget airlines may meet the needs of their internal customers. Candidates effectively evaluate a range of methods 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. **Level 2 (4–6 marks)** Candidates will show an understanding of the question and include explanations of the ways in which budget airlines may attempt to meet the needs of their internal customers. There may be some attempt to evaluate 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. **Level 1 (1–3 marks)** Candidates identify/describe some ways in which a budget airline may meet the needs of its internal customers. 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 evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. **Level 0 (0 marks)** No content worthy of reward.	

Question	Answer	Marks
3(a)	**Using an example define the following terms:** Award one mark for a correct definition and a second mark for a correct example. **responsible tourism** Is tourism that creates better places for people to live in, better places to visit. Individuals, organisations and businesses are asked to take responsibility for their actions and the impact of their actions. E.g. Recycling water for watering plants. **sustainable tourism** Is tourism that takes into account its current and future economic, social and environmental impacts whilst dealing with the needs of visitors, the environment and the host communities. E.g. Educating tourists about local cultures, staying with local families. Credit any other reasonable answer.	4
3(b)	**Explain three ways MFA encourages responsible tourism.** Award one mark for identification of each way and a second mark for explanation. • Study of the culture (1) so that visitors are aware of the place and how to behave (1) • Contributing to scientific research (1) which will help the host community manage their environment and tourism (1) • Language lessons (1) so that tourists can attempt communication with local people (1) • Running classes (1) which will educate them about the value of preserving their local environment (1) • Professional guides (1) to reduce impacts on the environment (1) Credit any other reasonable answer.	6

Question	Answer	Marks
3(c)	**Discuss the ways MFA might work with regional tourism organisations (RTOs).** Indicative content: Conducting research by the RTO helps locals and the MFA find out what they have of value to tourism and then develop strategies for its use. Monitoring standards by the RTO that may be established in any buildings or accommodation. Marketing done by the RTO of the environment/locality so that visitors are aware of what there is to do in the area. Putting local groups and organisations in touch with the MFA so they can work together to develop strategies and cut costs. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (5–6 marks)** Candidates will show a clear understanding of the question and include detailed discussion of ways in which MFA may work with regional tourism organisations. Candidates effectively discuss a range of factors and clearly attempt to weigh up the significance of each. There should be some use of examples to support the comments made. 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. **Level 2 (3–4 marks)** Candidates will show an understanding of the question and include explanations of a number of ways in which MFA may work with regional tourism organisations. 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. **Level 1 (1–2 marks)** Candidates identify/describe some ways that MFA may work with regional tourism organisations. 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. **Level 0 (0 marks)** No content worthy of reward.	6

Question	Answer	Marks
3(d)	**Discuss how local traditions and culture may be protected by the growth of responsible and sustainable tourism.**	9
	Indicative content:	
	Visitors will want to see certain aspects of the traditions such as religious ceremonies, e.g. Rome at Easter. This means that local people and businesses will try to keep these going for future generations as a potential source of income.	
	Food is often a cultural experience and many tourists will make a point of eating in traditional restaurants when away on holiday e.g. Tavernas in Greece/local street food. So these may be a focus in marketing the area and will help local people maintain their culture, they will see the value of it as visitors are attracted to the area because of their traditional food.	
	Visits to museums and historic buildings such as castles, cathedrals or mosques etc. will attract visitors. If historic buildings are preserved, this will encourage more visitors and more money will result. These attractions need to be maintained for future generations who will also be able to access their potential. The Alhambra Palace, Granada, and the Valley of the Kings, Egypt, both have strict controls in place to protect them for the future.	
	Other relevant information should also be credited.	
	Mark according to the levels of response criteria below.	
	Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed discussion of ways in which the local traditions and culture may be protected by responsible/sustainable tourism. Candidates effectively discuss a range of factors and clearly attempt to weigh up the significance of each. There should be some use of examples to support the comments made. 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.	
	Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of ways in which local traditions and culture may be helped and protected by sustainable /responsible tourism. 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.	
	Level 1 (1–3 marks) Candidates identify/describe some ways that local traditions and culture may be protected by sustainable/responsible tourism. 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.	
	Level 0 (0 marks) No content worthy of reward.	

Question	Answer	Marks
4(a)(i)	**Using data from the table, describe the pattern of visitor arrivals to the USA.** Award up to two marks for description of the pattern. Visitor numbers dropped from 78million in 2015 to 76.5 million in 2016, from then there was an increase to 80 million in 2018 (1) from when they dropped again to 79.5 million in 2019 and 12.5 million in 2020, (1) [it was estimated that numbers would rise to approximately 21 million in 2021.] Credit any other reasonable answer.	2
4(a)(ii)	**State <u>one</u> example of direct employment and <u>one</u> example of indirect employment in the travel and tourism industry.** Award one mark for each correct example. **direct** travel agent, hotelier, train driver **indirect** electrician, food warehouse employee, car mechanic, suppliers Credit any other reasonable answer.	2
4(b)	**Describe <u>three</u> consular services that could be provided for international tourists travelling to the USA.** Award one mark for each consular service identified and a second mark for explanation. • Advice (1) can be given so that tourists know how to behave (1) • Help can be given (1) if passports are lost (1) • Repatriation (1) can be done in cases of illness/death (1) • Representation (1) can be arranged in cases of problems with the police (1) Credit any other reasonable answer.	6

Question	Answer	Marks
4(c)	**Discuss how political factors may affect visitor numbers to a tourist destination.**	**6**
	Indicative content:	
	Reference to terrorism events which may put people off travelling if their safety is not secure.	
	Visas may be required – this is the way the government tries to reduce/control visitor numbers.	
	There may be the possibility of demonstrations which may influence where tourists may want to go.	
	Government legislation such as limiting flights or numbers from certain countries.	
	Currency exchange rates.	
	Access may be controlled in some areas.	
	Other relevant information should also be credited.	
	Mark according to the levels of response criteria below.	
	Level 3 (5–6 marks)	
	Candidates will show a clear understanding of the question and include detailed discussion of how political factors may influence visitor numbers. Candidates effectively discuss a range of factors and clearly attempt to weigh up their significance. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.	
	Level 2 (3–4 marks)	
	Candidates will show an understanding of the question and include explanations of how political factors will influence visitor numbers. 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.	
	Level 1 (1–2 marks)	
	Candidates identify/describe some possible ways in which political factors may influence visitor numbers. Information may be a list of points, explanations are incomplete and arguments partial (if present). The answer lacks 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.	
	Level 0 (0 marks)	
	No content worthy of reward.	

Question	Answer	Marks
4(d)	**Assess how ageing populations have impacted tourism.** Indicative content: Social changes include reference to increased leisure time which will encourage travel both localised and further afield. Increased leisure time may also be due to people retiring earlier. Linked to that are improvements in health which means that people are living longer and therefore are more able to travel for longer periods of time. Hotels and other accommodation providers have to make their establishments suitable for use by an older/elderly population e.g. lifts, handrails, emergency buzzers etc. in rooms. Transport providers may have to take into account access to their vehicles. Length and times of excursions offered by tour operators. Development of more holidays such as cruises, special packages which are geared towards the elderly. Having to be prepared to give more information and assistance to their customers. Other relevant information should also be credited. Mark according to the levels of response criteria below. **Level 3 (7–9 marks)** Candidates will show a clear understanding of the question and include detailed identification and assessment of how an ageing population has impacted tourism. Candidates effectively assess a range of impacts 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. **Level 2 (4–6 marks)** Candidates will show an understanding of the question and include explanations of a number of ways an ageing population has impacted tourism. There may be some attempt to assess 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 **Level 1 (1–3 marks)** Candidates identify/describe some ways that an ageing population has impacted tourism. 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 assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. **Level 0 (0 marks)** No content worthy of reward.	9