



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/13

Paper 1 The Industry

May/June 2022

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 2022 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 **14** 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)	Describe <u>two</u> positive impacts of quality customer service on external customers at airports. Award one mark for each impact and a second mark for description. • If employees are efficient (1) then people will want to use the airport again (1) • Good health and safety (1) will make passengers feel safe (1) • Plenty of assistance available (1) will encourage passengers to spend money and relax whilst waiting for their flights (1) Credit any other reasonable answer.	4
1(b)	Explain how the staff at an airport may meet the needs of each of the following types of customers: Award one mark for a way needs can be met and a second for the explanation. an elderly person with mobility issues • Provide a guide (1) so the person does not get lost in the airport (1) • Take them to the departure gate (1) so they do not miss their flight (1) a mother with a small child • Show the mother where the child-friendly areas are (1) so that she can provide a play time or food (1) • Provide assistance (1) to help them get through security and on to departures quickly (1) a small group of friends • Provide seating together (1) on their flight so they can keep in touch (1) • Advise them (1) which places may be better for groups to go to in the airport (1). Credit any other reasonable answer.	6
1(c)	Explain <u>two</u> ways an airport may look after the safety and security of its internal customers. Award one mark for identifying how and up to two more for the accompanying explanation. • Security guards (1) will patrol the airport (1) to spot and deal with any problems (1) • Training (1) for security and first aid emergencies (1) will make staff feel more secure (1) • Ensure public areas are kept clean (1) this will help to minimise transfer of any disease (1) and staff will hopefully have fewer days off ill (1) Credit any other reasonable answer.	6

Question	Answer	Marks
1(d)	Discuss how airport staff could deal with customer issues caused by a flight delay. Indicative content: Making sure that customers get as much up-to-date information as possible. Try to get information boards and notices up to cater for people unable to hear any announcements. Give passengers help when required. Make an area available for them to wait in where up-to-date information will be given. Arrange for refreshments if needed. Liaise with the airline and perhaps book overnight accommodation. Inform passengers of the complaint or claim process. 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 how airport staff can deal with customer issues. 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 a number of how airport staff can deal with customer issues. 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 in which airport staff can deal with customer issues. 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)	Explain <u>two</u> reasons for the growth of medical tourism. Award one mark for each reason and a second for an explanation. • Cheaper medical treatments (1) will cause people to travel (1) • Pressure for plastic surgery (1) from social media outlets may encourage people to go to other countries which may specialise (1) • People are more aware of health and fitness (1) so may be prepared to travel for treatments which would help them (1) • Treatments may not be readily available (1) in their own country so they must travel (1) Credit any other reasonable answer.	4
2(b)	Explain <u>three</u> benefits to destinations of offering medical tourism. Award one mark for each benefit and a second for explanation. • Foreign currency comes in (1) boosts the balance of payments within the country (1) • Develops infrastructure, such as hospitals/health facilities (1) in the area which benefits the locals (1) • More/better jobs (1) are available in the area which creates wealth (1) • Better services available (1) as the tourists and those accompanying them would need them e.g. transport (1) • Hospitals are built (1) and facilities are available for training staff (1) Credit any other reasonable answer.	6

Question	Answer	Marks
2(c)	Discuss how religious tourism might help to conserve a destination's cultural heritage. Indicative content: Religious tourism may attract tourists who are concerned about conserving buildings and artefacts associated with this form of tourism. This will help to maintain the heritage of the area ensuring that it is well maintained and will therefore survive into the future. Tourists may be educated by locals about the religious heritage and this may create greater understanding and appreciation. This may encourage repeat visits and generate more money which would be able to support the cultural heritage. It will ensure that the culture is kept. 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 of how religious tourism may conserve a destination's cultural heritage. 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. Level 2 (3–4 marks) Candidates will show an understanding of the question and include some discussion of the ways that religious tourism may conserve a destinations cultural heritage. 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 that religious tourism may help to conserve a destinations cultural heritage. 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. Level 0 (0 marks) No content worthy of credit.	6

Question	Answer	Marks
2(d)	Evaluate the role of National Tourism Organisations (NTOs) in developing sustainable tourism. Indicative content: National tourism organisations will liaise with governments and other relevant organisations to determine what may be required for certain areas of the country and may spread good practice ideas. They may collect data and will also be able to advise governments on the most appropriate methods of sustainable tourism for certain areas and how they can make the most from their tourism industry. National tourism organisations will feedback to regional and local areas and they may provide some assistance so they will be able to make the most of the facilities in their areas. They could encourage film tourism for example, if a place has been used as a film location, they can advertise facilities for business or sports etc. through websites and travel fairs. They can educate and advise on how areas should prepare for visitors of particular types e.g. cultural visitors in cities etc. so that locals are able to know what to expect. They can educate and explain methods of sustainable tourism such as using local building materials/saving water/educating locals and tourists. 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 role NTOs have in the development of sustainable tourism. Candidates effectively evaluate a range of methods that regional tourism organisations may use to develop sustainable tourism 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 role NTOs have in the development of sustainable tourism. 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 that NTOs may encourage sustainable 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 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	9

Question	Answer	Marks
3(a)	Explain <u>two</u> ways UNWTO influences international travel and tourism. Award one mark for each way and a second for an explanation. • UNWTO acts as a practical source of advice and information (1) countries can seek help e.g. about sustainable tourism issues (1) • It collects statistical information (1) allowing countries to compare themselves with others (1) • It will help/show businesses how to maximise positive economic, social and cultural effects of tourism (1) so they can improve their offering (1) Credit any other reasonable answer.	4
3(b)	Explain <u>three</u> economic factors that may have caused the increase in tourist arrivals. Award one mark for each reason and a second for an explanation. • Transport developments such as new airports (1) allow greater numbers of people to travel more cheaply (1) • Paid holidays (1) give people time and money for travel purposes (1) • Government investment (1) to attract more tourists to develop their country's economies (1) • Better paid jobs (1) will allow travel easily (1) Credit any other reasonable answer.	6
3(c)	Explain how <u>each</u> of the following characteristics of a destination appeals to visitors: Award up to three marks per explanation. climate • Climate affects people's motivation for travel (1) beach holidays will need hot climates as the activities surround the beach and water (1) most tourists like to travel to warm places then they can sight see in comfortable conditions (1) • Winter sports holidays will need cold weather (1) so that there is snow and ice (1) so that activities such as skiing may be undertaken (1) range and type of accommodation • A range of accommodation is required to suit all types of tourists (1) families for example may require self-catering which is cheaper and more flexible (1) whilst business tourists may need hotels with conference facilities for meetings (1) • Countries focussing on sustainable tourism will want tourism providers to utilise local building materials (1) which will make the accommodation blend in with the local area (1) and will support the local economy (1) Credit any other reasonable answer.	6

Question	Answer	Marks
3(d)	Discuss how political factors in a destination may cause a decrease in tourist arrivals. Indicative content: Reference to limits on numbers allowed into countries. Governments may like to control how many people are allowed in and where they can come from. Strict visa controls. Problems such as an outbreak of disease which may restrict entry, as they may not want to encourage the spread of disease through their populations or have their health services overwhelmed. Wars or civil unrest may make people feel unsafe and therefore less likely to travel. Terrorist incidents. 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 a detailed discussion of how political factors may cause a decrease in tourist arrivals. 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. Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations how political factors may cause a decrease in tourist arrivals. 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 possible ways political factors may cause a decrease in tourist arrivals. Information may be a list of points but explanations are incomplete and arguments partial (if present). The answer lacks coherent organisation and there 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
4(a)(i)	State <u>two</u> business objectives of a restaurant. Award one mark for each correct objective. • Make a profit • Get a greater share of the market • Get rid of their competitors/gain competitive advantage • Develop a local area • Keep traditional recipes going Credit any other reasonable answer.	2
4(a)(ii)	Suggest <u>two</u> ways a restaurant may overcome the issue of seasonality. Award one mark for each correct way. • Offer discounts • Themed events • Close for renovations • Reduce prices Credit any other reasonable answer.	2
4(b)	Explain <u>three</u> benefits to a restaurant of using social media. Award one mark for each benefit and one mark for the explanation. • Restaurants may use social media for contacting customers (1) this will allow them to get feedback (1) • They will learn about specific issues for example a new menu (1) and correct any problems quickly (1) • They can look at comments (1) and respond to them personally (1) • They can contact clients (1) and advertise new products or services (1) Credit any other reasonable answer.	6

Question	Answer	Marks
4(c)	Assess the importance to a tourism organisation of observing customer interactions with staff. Indicative content: Can be targeted onto a specific customer type who may be trying a new product/service. Gives instant feedback. Provides a chance to develop a conversation and question opinions. Is obviously cheap to operate. Can be done by anyone at any time. Allows problems to be quickly identified and rectified which would be good for the business. 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 assessment of the importance of observing customer interactions with staff. Candidates effectively assess the importance. 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 some explanation of the importance of observing customer interactions with staff. 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 that observation of customer interactions with staff may be useful. 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. Level 0 (0 marks) No content worthy of reward.	6

Question	Answer	Marks
4(d)	Evaluate the methods tourism organisations may use to motivate staff. Indicative content: Appraisal so that any problem areas or staff requirements may be discussed. Targets may be set and rewards and incentives may be awarded. Rewards such as employee of the month Pay rises Vouchers/increased holidays Promotion 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 an evaluation of the methods that tourism organisations may use to motivate staff. Candidates effectively identify a range of methods and clearly attempt to evaluate 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 methods that tourism organisations may use to motivate staff. 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 methods that tourism organisations may use to motivate staff. 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.	9