



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/13

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.

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:

- 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.

Question	Answer	Marks
1(a)(i)	Using an example, define the term ‘specialised tourism’. Award one mark for a correct definition and a second for a correct example. Specialised tourism is a form of tourism which is geared towards the interests of the tourists (1) e.g. sports tourism/medical tourism (1) Credit any other reasonable answer.	2
1(a)(ii)	Identify <u>two</u> characteristics of the Glastonbury Festival that would appeal to tourists. Award one mark per characteristic identified. • Open air • Live music • Dance • Entertainers • Exhibitions • Performing Arts Festivals • 385 performances • Camping/forms of accommodation Credit any other reasonable answer.	2
1(b)	Explain <u>three</u> ways the organisers of the Glastonbury Festival can use social media. Award one mark for each way and a second for explanation. • Through online reviews (1) which can be posted by visitors and read by the management which may be useful for future plans (1) • They can advertise via social media (1) which can be accessed by many people, cheaply (1) • Complaints can be seen (1) and then responded to very quickly (1) • Important announcements can be made (1) which can be put out to customers quickly (1) Credit any other reasonable answer.	6

Question	Answer	Marks
1(c)	Explain <u>two</u> benefits events, such as the Glastonbury Festival, bring to the local area. Award one mark for each benefit and up to two further marks for the explanation. • Brings in money (1) this provides income to local people (1) and helps develop the area (1) • Encourages businesses (1) which increases employment in the area (1) and this contributes to the success of the area (1) • Allows the diversification of tourism (1) in the area which then encourages visitors (1) to come at all times of the year so maintaining incomes (1) Credit any other reasonable answer.	6

Question	Answer	Marks
1(d)	Discuss how tourism organisations manage the issue of perishability. Indicative content: Perishability means that the goods/service cannot be stored for use at a later time. If the tickets for an event are not sold then there will be lost revenue which cannot be gained at another time so strategies have to be put into place which will prevent this happening. Such strategies will include: • marketing strategies which will encourage ticket sales • put into place special offers to encourage ticket sales • use research to make sure that the event is taking place at the time when most people who are interested will attend. So consumer behaviour must be studied. 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 a tourism organisation may overcome the problem of perishability. 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 some explanation of the ways that tourism organisations may overcome the problem of perishability. 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 that tourism organisations may overcome the issue of perishability. 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)	Describe <u>two</u> ways staff in a restaurant can meet the needs of external customers. Award up to two marks for description of each way. • Restaurants can provide food suitable for people with special dietary needs (1) such as glucose intolerance, vegetarians etc. (1) • Menus can be in braille (1) for people with sight problems (1) • Special food for children (1) so that they are able to eat with their families and do not disturb other diners (1) • Access (1) could be made easy for people with mobility issues (1) Credit any other reasonable answer.	4
2(b)	Explain how restaurant staff can deal with each of the following customer service situations: Award one mark for each way and a second mark for explanation. food not being cooked properly: Listen to the complaint (1) take the food back to the kitchen and explain to the staff, offer replacements/a booking at a different time/reduce the meal cost (1) menu not specifying ingredients: Ask for ingredients to be added to menus (1) tell the customers what is included/bring the kitchen staff out to speak to the customers (1) a long wait for a table: Provide drinks in the bar while they wait (1) and give the customer a mobile device which will alert them when their table is prepared (1) Credit any other reasonable answer.	6

Question	Answer	Marks
2(c)	Assess the advantages of customer review sites for tourism organisations. Indicative content: A customer review is a review of a product or service made by customers who have purchased and used, or had experience with, the product or service. Customer reviews are a form of feedback on online sites. Reviews are done quickly as it is possible to upload comments quickly and easily. This makes it possible for organisations to respond to negative comments quickly and be seen to do so which is a positive for the business. Marketing can be targeted to customers and this can be seen by other users which is quick and cheap. Pictures can be uploaded which potential customers can view. 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 an assessment of the value of customer reviews sites to restaurants. Candidates assess a range of advantages and 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 the value of customer review sites to restaurants. There may be some attempt to assess the advantages. 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 advantages of customer review sites to restaurants. The answer lacks 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.	6

Question	Answer	Marks
2(d)	Discuss why staff in a restaurant need to have training appropriate to their job role. Indicative content: Description of types of training that could be given and why they are necessary. Such as bar staff being trained in providing drinks such as coffees and cocktails. Reception staff making bookings, managing arrivals etc. so having to be trained in both the admin systems and how to deal with customers on a face-to-face basis. Waiters who need to be aware of the menus and what is included in the dishes so they can advise customers. So they too need to know how to deal with customers, they will also need to keep the areas clean and clear so maintaining health and safety in the establishment for the benefit of the staff and the customers. Chefs and kitchen staff will need training in the cooking/catering aspects of the job. Staff need appropriate training to maintain standards within their restaurant and this will assist in keeping up profits and maintaining a competitive edge. 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 reasons restaurant staff need appropriate training for their roles. Candidates effectively discuss a range of reasons 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 reasons that staff in a restaurant need appropriate training for their roles. 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 reasons why staff in a restaurant need appropriate training for their roles. 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
3(a)(i)	Define the following terms: Award one mark for each correct definition. domestic tourism: refers to trips taking place within the home country. mass tourism: refers to tourism that sees large numbers of people travelling to a destination for a specific purpose. Credit any other reasonable answer.	2
3(a)(ii)	State <u>two</u> mass tourism destinations. Award one mark for each correct identification. • Greek islands • Costa del Sol, Costa Brava Spain • Cancun, Mexico • Phuket, Thailand • Kuta, Bali (accept Bali) • Miami Beach (Florida, USA) • Mecca/Lourdes if the pilgrimage is referred to Credit any other reasonable answer.	2
3(b)	Describe <u>three</u> reasons for the appeal of mass tourism destinations. Award one mark for each reason and a second for description. • Ease of access (1) provided through reputable tour operators (1) • Cheap to visit (1) due to costs being low (1) • Plenty of activities (1) to encourage spending by tourists (1) • Variety of hotels (1) to cater for all tourist types (1) • Something for everyone (1) so supporting all ages etc. (1) • Plenty of supporting services (1) to cater for the large numbers/e.g. transport (1) • Entertainment (1) such as festivals/sporting events which would attract large numbers (1) • Special history (1) that will attract lots of people (1) Credit any other reasonable answer.	6

Question	Answer	Marks
3(c)	Discuss the advantages to a country of domestic tourism. Indicative content: Development of attractions in areas may develop and support local economies. Jobs may be available. Local infrastructure developments would be likely. Money is kept within the economy instead of leaking into other countries. 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 discussion of the advantages to a country of developing domestic tourism. Candidates effectively discuss the advantages 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 the advantages of domestic 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 (1–2 marks) Candidates identify/describe some possible explanations of the importance of developing domestic tourism. 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
3(d)	Discuss how e-marketing and virtual tours have encouraged the growth of tourism. Indicative content: Companies can market themselves easily and cheaply. Companies can contact specific people who have shown interest in their websites. Access is easy to their customers and can be worldwide. Brochures can be tailor-made for individual customers and downloaded. Use of virtual tours allows tourists to decide whether or not they wish to visit a specific destination. Virtual tours help to dispel the notion of intangibility and make consumers aware of what is there and so they will know what to expect and what they can do etc. 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 that e-marketing and virtual tours have encouraged the growth of tourism. 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 of the ways that e-marketing and virtual tours have encouraged tourism development. 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 e-marketing and virtual tours can encourage the growth of 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.	9

Question	Answer	Marks
4(a)	Describe <u>two</u> ancillary services provided by travel and tourism organisations. Award one mark for each ancillary service and a second for description. • Seat reservations on planes/trains/coaches (1) can be booked so that customers may get near the exits or extra legroom (1) • Travel insurance (1) may be provided so that emergencies will be covered (1) • Food and drink (1) may be purchased to make the stay/journey more pleasant (1) • Guiding services (1) providing a guide to show tourists the best places to visit/educate them about an area (1) • Currency exchange (1) tourists can change their national currency into the country's currency (1) Credit any other reasonable answer.	4
4(b)	Describe how airline staff can provide assistance to passengers in the following situations: Award up to two marks for each description. boarding the plane: staff will direct passengers to their seats (1) and will help them stow their luggage (1) during a medical emergency: staff will direct the first aid expert (1) who will try to treat the passenger staff will determine if help can be given (1) and make arrangements for an emergency landing if required (1) losing their hand luggage: staff will make a note of the missing item (1) so the passenger can be contacted (1) staff will provide contact details (1) so the passenger can check if it is found (1) staff will provide emergency numbers (1) so the passenger can continue with their journey (1) Credit any other reasonable answer.	6

Question	Answer	Marks
4(c)	Explain <u>three</u> benefits to airlines of internal customers respecting one another. Award one mark for each benefit and a second mark for explanation. • Allows staff to get on well (1) this gives external customers a good impression so they will return (1) • Staff respecting one another means the external customers will be treated well (1) and may spend more money (1) • Staff showing good relationships encourages happy external customers and more business (1) this will increase profits (1) • Staff respecting one another helps develop new staff (1) who will then give good customer service to the external customers (1) Credit any other reasonable answer.	6

Question	Answer	Marks
4(d)	Discuss why travel and tourism organisations have safety policies and procedures. Indicative content: Being aware of health and safety. Maintaining industry standards to compete with other providers. Having a good reputation and provision of good customer service. So that they are promoted by their customers. Prevention of incidents and accidents. 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 reasons why organisations have safety policies and procedures. Candidates effectively discuss a range of reasons 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 reasons that travel and tourism organisations have safety policies and procedures. 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 reasons why travel and tourism organisations have safety policies and procedures. 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