



Cambridge IGCSE™

TRAVEL AND TOURISM

9395/12

Paper1 The Industry

October/November 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 October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **13** 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)	<p>Identify <u>four</u> possible requirements of a family staying in a hotel.</p> <p>Award one mark for each correct identification.</p> <ul style="list-style-type: none"> • Wi-fi access • Airport transfers or to transport hubs • Set aside area for children to play • Babysitting services • Children’s menus • Family rooms • Swimming pools and / or activities for children <p>Credit any other reasonable answer.</p>	4
1(b)	<p>Explain <u>three</u> benefits to tourist organisations of questionnaires as a feedback technique.</p> <p>Award one mark for the benefit identified and the second for the explanation which must be relevant to tourist organisations not the tourist.</p> <ul style="list-style-type: none"> • Cheap to use (1) as they can be e-mailed to customers – no printing or mail costs (1) • Easy to administer (1) if e-mailing then the recipients can be easily and quickly targeted. (1) • They can be designed to focus on one aspect (1) this means the feedback can be targeted and specific (1) • Large numbers (1) can be done which makes the feedback more realistic (1) <p>Credit any other reasonable answer.</p>	6
1(c)	<p>Explain <u>two</u> ways a hotel can improve the efficiency of its workforce.</p> <p>Award one mark for identifying the way and two further marks for the accompanying explanation.</p> <ul style="list-style-type: none"> • Rewards (1) can be given as an incentive (1) for delivering a smooth and efficient service (1) • Training staff (1) makes sure everyone knows what to do (1) and they can carry out their roles independently (1) • Monitoring staff (1) allows problem areas to be identified (1) and then training can be given to solve the problem (1). <p>Credit any other reasonable answer.</p>	6

Question	Answer	Marks
1(d)	<p>Assess the importance of virtual tours to a hotel.</p> <p>Indicative content: Virtual tours can be easily tailored to specific groups which is beneficial to the hotel. They can then access groups who they feel will want to use their facilities. It allows for creativity. It is cheaper to use as it can be done in-house. It will be on a website for example which would be available to potential customers 24/7. Can be used on social media platforms Virtual tours can allow customers to walk their way around the hotel and to get a closer view of the facilities and rooms so that they are aware of what there will be available.</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and assessment of the importance of virtual tours to a hotel. Candidates effectively assess a range of ways and clearly attempt to assess 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.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of the value of virtual tours to a hotel. There may be some attempt to assess and some analytical language may be used but there will be little in the form of assessment. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p>Level 1 (1–3 marks) Candidates identify/describe some ways that virtual tours may be of value to a hotel. 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.</p> <p>Level 0 (0 marks) No content worthy of reward.</p>	9

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> ways river cruises appeal to the grey market.</p> <p>Award one mark for each advantage and a second mark for the explanation of the advantage in context.</p> <ul style="list-style-type: none"> • Leisurely travel (1) which is relaxing (1) • Calmer waters (1) preventing seasickness (1) • Stops in cities and places of interest (1) so ease of access (1) • Lots to see (1) like wildlife as the banks of the river are clearly visible. (1) • Lots of choice (1) so something for everyone (1) <p>Credit any other reasonable answer.</p>	4
2(b)	<p>Explain <u>three</u> ways a river cruise company may maintain the health and safety of internal customers.</p> <p>Award one mark for each and a second mark for the explanation in context.</p> <ul style="list-style-type: none"> • Training given (1) so all staff know what to do in an emergency (1) • Ensure staff follow rigorous safety systems (1) so that good health standards are maintained (1) • Provide accommodation (1) so staff have opportunity for relaxation (1) • Signs (1) put up in visible areas so there are no accidents (1) • Provision of PPE (1) to prevent infection/transfer of disease (1) • Have first aid stations (1) so assistance is quickly available should an incident occur (1) <p>Credit any other reasonable answer.</p>	6
2(c)	<p>Explain <u>two</u> suitable market research techniques for a river cruise company.</p> <p>Award one mark for the method of market research identified and up to two further marks for the explanations.</p> <ul style="list-style-type: none"> • Questionnaires (1) customers could be contacted via email with questionnaires regarding possible destinations or entertainment (1) email is quick and cheap to undertake and would lead to faster responses/a large number of customers can be contacted (1) • Informal conversations (1) customers on cruises can be engaged in conversation with a member of staff easily (1) this would allow fast feedback to specific questions about the cruise they are on (1) • Social media opinion (1) Special interest groups/clubs may be contacted with enquiries to assess the viability of a special interest cruise (1) It would be possible to gain specific information with some level of interaction (1) <p>Credit any other reasonable answer.</p>	6

Question	Answer	Marks
2(d)	<p>Discuss how the river cruise industry may benefit from demand for both budget and luxury products.</p> <p>Indicative content: The river cruise companies may introduce different facilities or routes in an attempt to attract new types of customers. There may be reduced facilities or trips on some ships which may be aimed at a budget market. Whereas the luxury routes may have additional facilities and trips / more luxurious rooms available / better entertainment. They may have themed cruises according to the attractions on their routes. They may change the price of cruises and alter what may be done so as to widen the range of tourists. They can change their shore excursions and visits depending on their clientele. By adapting an approach that caters for polarisation of demand a greater range / number of people can be targeted and the company should obtain a larger share of the market. If a greater share of the market is obtained then more money should be made. Ships will be in use and won't be idle and being a drain on resources. Staff will feel better if they are busy and will have a more positive attitude towards the company that they are working for. The company will get a better reputation as it will have something for everyone.</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of the ways that the river cruise industry benefit from polarisation of demand for budget and luxury products. Candidates effectively discuss 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.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of the ways that the river cruise industry may benefit from a polarisation of demand for budget and luxury products. 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.</p>	9

Question	Answer	Marks
2(d)	<p>Level 1 (1–3 marks) Candidates identify/describe some of the ways that the river cruise industry may benefit from polarisation of demand for budget and luxury products. 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.</p> <p>Level 0 (0 marks) No content worthy of reward</p>	
3(a)(i)	<p>Define the term ‘cultural tourism’.</p> <p>Award one mark for a correct definition.</p> <p>Culture refers to the way of life of a group of people - this may attract tourists to the destination and includes such religion, food, events, art and architecture.</p>	1
3(a)(ii)	<p>Give <u>three</u> examples of cultural tourism.</p> <p>Award one mark for each correct example.</p> <ul style="list-style-type: none"> • Religious tourism • Food tours • Art • History in a destination • Buildings • Dance • Music <p>Credit any other reasonable answer.</p>	3

Question	Answer	Marks
3(b)	<p>Explain <u>three</u> social factors which have encouraged the growth of cultural tourism.</p> <p>Award one mark for each social factor identified and a second for the explanation.</p> <ul style="list-style-type: none"> • Holidays (1) paid holidays provide time and money to go on trips to cultural venues (1) • Early retirement (1) allows older people to go on trips frequently and as cultural tourism trips tend to be shorter these are likely to be popular with this age group (1) • Education (1) means people are more aware of what there is to see in other places (1) • Awareness of the benefits of cultural trips (1) encourages people to travel for a number of reasons (1) • Access to media (1) gives information and encourages travel (1) • Social media (1) acts as an incentive as it is easy to find out about places (1) • Language (1) use of English may be used as more tourists will understand the language (1) <p>Credit any other reasonable answer.</p>	6
3(c)	<p>Explain <u>two</u> ways tourists can be responsible.</p> <p>Award one mark for each way and up to two further marks for explanation.</p> <ul style="list-style-type: none"> • Tourists may attempt to educate themselves (1) about the destination so that they understand it and start to appreciate it (1) by doing this the visitors treat the destination/cultural aspects more sympathetically (1) • Tourists could look after the destination during their stay (1) taking care so that the tourism industry will be maintained and that local people will see how important it is to the economy of the area (1) and will also maintain the aspects which people come to see (1) • Tourists will be encouraged to learn about the traditions of the place they are going to (1) so that they are aware of ways that they should behave (1) so they do not offend the local people (1) <p>Credit any other reasonable answer.</p>	6

Question	Answer	Marks
3(d)	<p>Discuss how built attractions may appeal to cultural tourists.</p> <p>Indicative content: Built attractions are historical in some cases and as such they are the reason for many visits – their architecture and history being the reasons for the visits. Other buildings could be religious and again they are the reason for the visit as it may be a site of particular importance or it may be important as part of a pilgrimage or for a service. Buildings can also contain aspects which are educational as well as cultural – some visitors are present for study purposes or they may be learning about an aspect of culture – art or music for example, or about past life styles.</p> <p>Other relevant information should also be credited.</p> <p>Mark using the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of how built attractions may encourage cultural 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.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of valid ways that built attractions may encourage cultural 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.</p> <p>Level 1 (1–3 marks) Candidates identify/describe some ways built attractions may encourage cultural 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.</p> <p>Level 0 (0 marks) No content worthy of reward.</p>	9

Question	Answer	Marks
4(a)	<p>Explain how <u>each</u> of the following natural disasters may cause problems for cruise companies:</p> <p>Award up to two marks per explanation.</p> <p>volcanic eruptions</p> <ul style="list-style-type: none"> • Could cause panic/injuries to travellers (1) if they are on a shore visit (1) • Can disrupt a cruise (1) meaning alternative destinations have to be found quickly (1) • May cause tsunamis (1) which will mean discomfort/safety issues for the ship (1) <p>hurricanes</p> <ul style="list-style-type: none"> • Cause bad storms (1) which make travel uncomfortable (1) • Damage to the ship (1) meaning that the cruise may be curtailed (1) <p>Credit any other reasonable answer.</p>	4
4(b)	<p>Explain <u>three</u> reasons why tourists on a cruise may feel confident about taking part in adventure tourism activities.</p> <p>Award one mark for the reason and the second mark for the explanation.</p> <ul style="list-style-type: none"> • They will be transported (1) to the adventure activity in a safe and secure manner (1) • Experts (1) will be employed by the cruise company for their excursions who will have specific local knowledge and will only allow it to go ahead if safe (1) • Cruise lines follow detailed risk assessments and strict safety guidelines (1) so passengers realise their wellbeing is being looked after (1) • Safety procedures in place (1) so staff and passengers know what to do in an emergency (1) • Safety briefing given (1) so all are aware of the procedures (1) • Appropriate equipment (1) is provided so all will be protected (1) <p>Credit any other reasonable answer.</p>	6
4(c)	<p>Explain <u>two</u> strategies tour operators could use to encourage customers to visit a destination where there has been a recent natural disaster.</p> <p>Award one mark for the identification of the strategy and up to two further marks for the explanation.</p> <ul style="list-style-type: none"> • They could explain the guidance given by local Governments / Tourism Organisations (1) and show that they have acted upon it (1) so customers will be reassured that they will be safe (1) • They can offer special offers for trips to the destination (1) so that people will be attracted (1) by lower prices (1) • They can put additional pieces into their itinerary (1) for example to attract a niche market which may make that trip more attractive (1) and specific groups may go (1) <p>Credit any other reasonable answer.</p>	6

Question	Answer	Marks
4(d)	<p>Discuss the advantages to the tour operator of using local guides for excursions.</p> <p>Indicative content: The tour operator would be using a local expert so questions will be easily answered. Local guides will know the best places to visit so their customers will have a good experience. Local guides often have contacts and can reduce costs for the company. They will get a good reputation for excursions which may encourage more customers.</p> <p>Other relevant information should also be credited.</p> <p>Mark using the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of the advantages of using local guides for a tour operator. Candidates effectively discuss 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.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of the advantages of using local guides for a tour operator. 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</p> <p>Level 1 (1–3 marks) Candidates identify/describe some of the advantages of using local guides for a tour operator. 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.</p> <p>Level 0 (0 marks) No content worthy of reward.</p>	9