



## Cambridge International AS & A Level

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TRAVEL & TOURISM

9395/13

Paper 1 The Industry

May/June 2021

MARK SCHEME

Maximum Mark: 100

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**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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **11** 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 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(ai)	<p><b>Explain <u>two</u> reasons why The Forum is popular with cultural tourists.</b></p> <p>Award one mark for each reason and a second for explanation.</p> <ul style="list-style-type: none"> <li>• Ancient ruins (1) which give tourists a glimpse into how others lived (1)</li> <li>• Architectural remains (1) tourists can see what these buildings and places would have looked like years ago (1)</li> <li>• The Forum is a historical monument (1) tourists can see the culture of the past</li> </ul> <p>Accept any other reasonable answer.</p>	<b>4</b>
1(b)	<p><b>Explain <u>three</u> impacts of good customer service on a tourist attraction, such as The Forum.</b></p> <p>Award one mark for the impact and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• People will enjoy their visits (1) and will tell others to go (1)</li> <li>• Visitor numbers increase (1) and more money is made (1)</li> <li>• The profile of the site is raised (1) and it is conserved for the future (1)</li> <li>• Staff enjoy working (1) and this encourages more visitors (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>
1(c)	<p><b>Explain <u>two</u> reasons why product differentiation may be important for a tourist attraction.</b></p> <p>Award one mark for each reason and up to two further marks for explanation.</p> <ul style="list-style-type: none"> <li>• Introducing different aspects (1) will attract more customers (1) and this will help to increase profits (1)</li> <li>• Differentiation attracts a greater range of tourists (1) this encourages more visitors (1) and therefore gains greater control over the market (1)</li> <li>• Focus is put on a different aspect (1) which may allow time and money to be spent (1) on essential maintenance of others (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>

Question	Answer	Marks
1(d)	<p><b>Discuss how The Forum can be managed to conserve its cultural heritage.</b></p> <p>Indicative content:  Zoning of areas so that tickets on certain days only allow access to a certain part of the site so that other areas can recover or have remedial work take place.  Timing of visits – allocate times on tickets so that there are not too many people on the site at any one time.  Limits on numbers/carrying capacity. Access can be restricted so that wear and tear on the infrastructure or the fabric of the attraction is not too great so causing erosion or any other detrimental impacts.  Guided tours will ensure that visitors only go to the parts that the authorities feel appropriate and the guides will be able to check that visitors are not causing any negative impacts. Guides can also educate tourists so that they will have the minimum impact upon an area.  Signs/rules found about the site will ensure that all visitors know what should be done in order to maintain this visitor attraction.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b>  Candidates will show a clear understanding of the question and include detailed identification and discussion of how The Forum can be managed to conserve its cultural heritage. 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</p> <p><b>Level 2 (4–6 marks)</b>  Candidates will show an understanding of the question and include explanations of a number of valid ways of managing The Forum to conserve its cultural heritage. 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><b>Level 1 (1–3 marks)</b>  Candidates identify/describe some ways of managing The Forum to conserve its cultural heritage . 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><b>Level 0 (0 marks)</b>  No content worthy of credit.</p>	9

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> benefits to internal customers of working in a team.</b></p> <p>Award one mark for each benefit and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• Share expertise/experiences such as dealing with a complaint (1) will make team members more confident in their work (1)</li> <li>• Development of ideas (1) will help to make team members better at what they are doing (1)</li> <li>• The team offer each other support (1) making them all feel more confident in their work (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>4</b>
2(b)	<p><b>Explain <u>three</u> methods that can be used to motivate internal customers.</b></p> <p>Award one mark for each method and a second for explanation.</p> <ul style="list-style-type: none"> <li>• Bonuses/rewards/Incentives/pay/pay rises (1) make internal customers want to work to get the reward (1)</li> <li>• Positive feedback from customers or team leaders (1) will make internal customers feel good about their work (1)</li> <li>• Promotion/career opportunities within the organisation (1) encourages internal customers to work hard for promotion (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>
2(c)	<p><b>Explain how the following customer complaints in a stadium might be resolved:</b></p> <p>Award up to three marks for explanation of how each complaint could be resolved.</p> <p><b>The toilets have not been cleaned:</b></p> <ul style="list-style-type: none"> <li>• Put up a sign (1) so that external customers know not to use them (1) and let external customers know that this will be dealt with (1)</li> <li>• Get a cleaner(1) so that external customers will be able to use the toilets (1) and know they will be clean (1)</li> <li>• Apologise (1) so external customers know that the company knows there is a problem (1) and that it will be sorted out (1)</li> </ul> <p><b>other customers behaving offensively:</b></p> <ul style="list-style-type: none"> <li>• Send steward to speak to them (1) to ask them to stop being offensive (1) and explain that they may have to leave if they do not stop (1)</li> <li>• Possibly remove customer (1) this will stop the offensive behaviour (1) and shows how issues may be dealt with to prevent it occurring in future (1)</li> <li>• Make an announcement (1) tells other people in the stadium what is happening (1) and exposure like this often calms situations (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>

Question	Answer	Marks
2(d)	<p><b>Discuss how a travel and tourism organisation can improve its reputation with customers.</b></p> <p>Indicative content:  Offer good customer service so that people are satisfied and will tell others and give good reviews.  Ensure happy/motivated staff will provide a better level of customer service so all will be happy.  Good environment makes everywhere seem well-cared for and gives a good impression.  Marketing initiatives tell potential customers about the company and make offer incentives to visit.  Value for money gives a good impression to external customers and this will be passed on.  Easily accessible so that there is nothing preventing customers from being able to use the company.  Corporate/social responsibility – gives a good impression, external customers have a good impression.  Reliable so external customers will always feel that they will get a good service and a good product, so the reputation of the organisation will improve.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b>  Candidates will show a clear understanding of the question and include detailed identification and discussion of how a travel and tourism organisation can improve its reputation with 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.</p> <p><b>Level 2 (4–6 marks)</b>  Candidates will show an understanding of the question and include explanations of a number of valid ways a travel and tourism organisation can improve its reputation with 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.</p> <p><b>Level 1 (1–3 marks)</b>  Candidates identify/describe some ways a travel and tourism organisation can improve its reputation with 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.</p> <p><b>Level 0 (0 marks)</b>  No content worthy of credit.</p>	9

Question	Answer	Marks
3(a)(i)	<p><b>Using an example, define the term ‘seasonality’.</b></p> <p>Award one mark for a correct definition and a second mark for an example.</p> <p>Seasonality refers to the level of demand for tourism products and/or services throughout the year (1) The time of greatest demand being the peak season/low demand is the low season (1).</p>	<b>2</b>
3(a)(ii)	<p><b>Explain <u>one</u> problem seasonality may cause in the travel and tourism industry.</b></p> <p>Award one mark for identifying a problem caused by seasonality and a second for explanation.</p> <ul style="list-style-type: none"> <li>• Jobs are only available during the peak season (1) meaning unemployment is an issue during the off-season (1)</li> <li>• Long school holidays occur during summer months (1) most people want holidays then and this is therefore the most expensive time (1)</li> <li>• Winter months are colder (1) and fewer people want holidays then so there is a surplus of places (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>2</b>
3(b)	<p><b>Explain <u>three</u> ways the problem of seasonality may be overcome.</b></p> <p>Award one mark for each way and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• Prices may be reduced (1) to encourage more visitors year round (1)</li> <li>• Themed weekends could be put on (1) during school times to encourage short breaks (1)</li> <li>• Hotels may close in the off-peak season (1) to reduce costs/wages (1)</li> <li>• Attractions may try to appeal to different customers (1) so that an income all year is experienced (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>
3(c)	<p><b>Explain <u>three</u> impacts of infrastructure development on tourist destinations.</b></p> <p>Award one mark for each impact and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• Building work may be disruptive (1) and may make travelling difficult putting visitors off the location (1)</li> <li>• Building hotels creates jobs (1) local people will move into the area because of work so more facilities will be built (1)</li> <li>• Better roads and transport systems makes travelling easier (1) and so more people may use it spending money there (1)</li> <li>• As places develop, they will attract people with money (1) who may invest in the area and better services for tourists and locals will result (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>



Question	Answer	Marks
3(d)	<p><b>Discuss the extent to which the tourism industry can be ‘market driven’.</b></p> <p>Indicative content: Traditionally the tourism industry can be said to be market driven. To exist it has had to continually change to meet the demands of the tourists and fashions and attitudes are constantly changing. It has changed from being an industry which offered what it thought people should have to an industry which has to reflect what people want. This can be seen by the number of specialised markets that have been developed.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and discussion about the extent to which the tourism industry is market driven. Candidates effectively discuss a range of ideas 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><b>Level 2 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of a number of valid ways that the tourism industry is market driven. 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><b>Level 1 (1–3 marks)</b> Candidates identify/describe some ways the tourism industry can be said to be market driven. 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><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	<b>9</b>

Question	Answer	Marks
4(a)	<p><b>Describe the pattern of visitor spending in Italy over the years shown in Fig. 4.1. You should support your answer with data.</b></p> <p>Award up to four marks for a description of the pattern of visitor spending. There must be some inclusion of data from Fig. 4.1 to achieve full marks.</p> <p>There was a steady increase from 2013 to 2017 (1) with roughly a 1 billion euro increase annually (1). From 2017 to 2019 increases were higher reaching 41 in 2019 (1) then there was a very dramatic increase to the anticipated estimate of 57 some 9 years later (1)</p> <p>Accept any other correct interpretation of the data from Fig. 4.1.</p>	<b>4</b>
4(b)	<p><b>Explain <u>three</u> likely reasons for the changes in visitor spending in countries such as Italy.</b></p> <p>Award one mark for each reason and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• People have paid leave (1) so they have both the time and money to travel and enjoy themselves (1)</li> <li>• Exchange rates may be working in favour of the travellers (1) their currencies may be worth more which gives them more to spend (1)</li> <li>• Retired people have pensions (1) and travel frequently (1)</li> <li>• There are increasing numbers of professional, well paid workers (1) who travel and will do so in increasing numbers (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>
4(c)	<p><b>Explain <u>two</u> likely impacts of increasing employment within the tourism sector on a destination.</b></p> <p>Award one mark for each impact and up to two further marks for explanation.</p> <ul style="list-style-type: none"> <li>• Multiplier effect (1) local people can spend their money in the area (1) which in turn provides more income and jobs in that area (1)</li> <li>• Wealth generation through tourism related jobs (1) makes the area popular (1) meaning more money is available for investment (1)</li> <li>• Improved living standards (1) means the area will become more popular to live in (1) and better for visitors as well as locals (1)</li> <li>• Over-reliance on the one industry (1) causes potential problems because if anything bad happens to prevent tourists visiting then unemployment (1) and income reduction will occur (1)</li> <li>• loss/protection of traditional jobs/industries (1) means that cultural attractions are affected negatively because they disappear (1) and visitors may reduce because there is nothing authentic to see (1)</li> <li>• Jobs may all be low skilled/low paid (1) but for some will give some skills/training (1) which will be transferable and beneficial for them because they can work then in other areas of the economy(1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>6</b>

Question	Answer	Marks
4(d)	<p><b>Discuss the likely impacts that changing attitudes and tastes may have on the travel and tourism industry.</b></p> <p>Indicative content:            Changing attitudes and tastes can have drastic impacts on the travel and tourism industry. Some areas may lose out in the market if the product they provide is perceived as not what the public want – for example there may not be enough of a focus on responsible or sustainable tourism and this may put people off visiting.            As people may be concerned over economic issues or environmental issues they may choose to holiday at home and so the outbound tourism market may decline yet the domestic tourism market may grow.            Other destinations such as mass-market beach resorts may have to focus on other aspects as types of specialised tourism develop.            The types of attractions people want to see are also changing for example traditional museum displays have to be more interactive.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b>            Candidates will show a clear understanding of the question and include detailed identification and discussion of the impacts that changing attitudes and tastes may have on the travel and tourism industry. 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><b>Level 2 (4–6 marks)</b>            Candidates will show an understanding of the question and include explanations of a number of valid ways that changing attitudes and tastes may impact the travel and tourism industry. 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><b>Level 1 (1–3 marks)</b>            Candidates identify/describe some ways that changing attitudes and tastes may impact the travel and tourism industry. 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><b>Level 0 (0 marks)</b>            No content worthy of credit.</p>	<b>9</b>