CAMBRIDGE
International Education

Cambridge IGCSE™

TRAVEL & TOURISM **0471/13**

Paper 1 Key Terms and Concepts **May/June 2026**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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[Turn over

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-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.

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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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
	Benefit of doubt given
	Content of response too vague
	Not answered question
	Repetition
	Page or response seen by examiner
	Blank page
	Knowledge
	Application
	Analysis
	Evaluation

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Assessment objectives

AO1 Knowledge and understanding
Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

AO2 Application
Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

AO3 Analysis
Analyse travel and tourism issues and show an understanding of the possible impacts of those issues on travel and tourism.

AO4 Evaluation
Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

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Table A

Level	AO1 Knowledge and understanding 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	The response contains **two** or more explained valid points. 2 marks	There is some consideration of the significance of **two** of the points mentioned. **OR** The arguments for or against **two** of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation. 2 marks
1	The response contains **one** explained valid point **OR** is likely to be a list of valid points with little or no explanation. 1 mark	The response gives some consideration to the significance of **one** point mentioned. **OR** The arguments for or against **one** point mentioned are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Table B

Level	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	Includes an explanation of why **two** or more points mentioned are relevant/suitable to the context of the question. 2 marks	There is some consideration of the significance of **two** of the points mentioned. **OR** The arguments for or against **two** of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation. 2 marks
1	**One** point mentioned has an explanation of why it is relevant/suitable to the context of the question. 1 mark	The response gives some consideration to the significance of **one** point mentioned. **OR** The arguments for or against **one** point mentioned are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Question	Answer	Marks
1(a)	**State <u>two</u> types of travel agents.** Award one mark for a correct identification. • Business • Retail/retailers [BOD] • Online • Specialist Credit these responses only.	**2**
1(b)	**State <u>two</u> types of resort destinations.** Award one mark for each correct identification. • Eco resort • Purpose built resort • Integrated resort • Ski resort NOTE: must be types not examples. Credit these responses only.	**2**
1(c)	**Describe <u>two</u> ways tour operators can empower local communities.** Award one mark for the correct identification of a way and a second mark for descriptive comment of the way in context. • Include local tourism products and services in the package [1] local people financially benefit/local businesses can grow and succeed [1] • Recommend services provided by the host population to tourists/educate tourists in the importance of shopping locally [1] supporting local businesses to thrive [1] • Include local culture in tourism products in promotional material/educate tourists on the local culture [1] support the local culture to be proud of/preserve their culture [1] • Involve local communities in planning the package holidays/products [1] locals have control/say [1] • Employ local staff [1] creation of wealth to increase living standards [1] • Train/educate local people to work in/with tourism [1] increase their skills and knowledge [1] • Charity donations/sponsor local charities [1] allowing local charities to succeed in supporting the host population [1] • Spend time with the local communities to understand their lives/cultures [1] so package holidays can be designed to be positive/non-intrusive to the host community [1] • Tour operators can encourage hotels/transport providers to buy supplies locally [1] helping them to be more sustainable and allowing the tour operator to sell packages that are sustainable [1] Credit all valid responses.	**4**

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Question	Answer	Marks
1(d)	**Explain <u>three</u> negative sociocultural impacts.** Award one mark for the correct identification of a negative sociocultural impact and a second mark for explanatory development of the impact in context. • Demonstration effect [1] traditional dress/behaviour/culture is lost [1] • Commodification [1] local traditions and culture lose their traditional cultural value/importance [1] • Crime [1] thieves target wealthy tourists negatively effecting the moral values the local community [1] • Culture clash [1] causing offence and tension between tourism industry and local population [1] • Changes to traditional way of life [1] local jobs are lost/people move out of rural areas to work in tourist destinations [1] • Loss of national/cultural identity/culture changes to be more global/international [1] causing traditional cultures to be lost/diluted [1] • Culture conflict between tourists and locals [1] loss of respect and harmony between the tourism industry and local population/can make the destination feel less genuine [1] NOTE: Development must be more than simply describing the negative sociocultural impact. Credit all valid responses.	**6**

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Question	Answer	Marks
1(e)	**Discuss the sustainability concerns of all-inclusive package holidays.** Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks – **K** × 2 AO3 out of two marks – **AN** × 2 AO4 out of two marks – **EVAL** × 2 Responses may include the following and any other valid points should be accepted: **AO1 Knowledge and understanding** • Limited tourist spend in the local community – tourists stay at hotel/resort • Food wastage problems – tourists waste without thinking/consequences as it is unlimited • Large resorts hosting all-inclusive holidays are often internationally owned – creating leakage **AO3 Analysis** • Positive economic impacts are limited and negative economic impacts increase • Local resources that can be scarce can get more scarce impacting even more negatively on the local population **AO4 Evaluation** • Tour operators and travel agents should educate tourists on sustainability and issues caused by all-inclusive packages so that negative impacts are managed • All-inclusive providers should include as many locally owned products/services as possible into the all-inclusive package, to create a local economic benefit	**6**
2(a)	**Using Figure. 2.1 identify <u>two</u> services provided for customers.** Award one mark for each correct identification. • Gift shops • cafe/bar • ticket sales • check in counters • security – passport check/control • trolley rental/hire/use NOTE: services not facilities Credit these responses only.	**2**

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Question	Answer	Marks
2(b)(i)	**Define <u>each</u> of the following terms:** Award one mark for a correct definition. **charter flight:** flight that is not part of the airline's timetable/flight hired by tour operator. Credit all valid responses.	**1**
2(b)(ii)	**Define <u>each</u> of the following terms:** Award one mark for a correct definition. **short haul flight:** flight lasting less than 4/6 hours Credit all valid responses.	**1**
2(c)	**Describe <u>two</u> security checks for international passengers when arriving at a destination airport.** Award one mark for the correct identification of a security check and a second mark for descriptive comment in context. • Passport control/ID check/immigration control [1] check eligibility to enter the country [1] • Border control [1] check tourists are not bringing in illegal items into the country [1] • Health checks during a pandemic [1] ensure tourists is well enough to enter the country [1] Credit all valid responses.	**4**
2(d)	**Describe <u>three</u> sustainable travel choices international tourists can make.** Award one mark for the correct identification of a choice and a second mark for descriptive comment of the choice in context. • Choose to not travel internationally [1] reduce carbon footprint of international travel [1] • Choose to travel using public transport rather than private vehicle [1] less carbon emissions/supports local jobs [1] • Choose to use local transport companies [1] prevent export leakage [1] • Choose to walk around the destination as much as possible [1] reduce contributing to air and noise pollution [1] • Choose to cycle around the destination [1] eliminating carbon emissions [1] • Choose ecofriendly transport [1] to reduce negative environmental impacts at the destination [1] Credit all valid responses.	**6**

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Question	Answer	Marks
2(e)	**Evaluate the importance of airports providing ancillary services.** Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks **K** × 2 AO3 out of two marks **An** × 2 AO4 out of two marks **EVAL** ×2 Responses may include the following and any other valid points should be accepted: **AO1 Knowledge and understanding** • Ensure tourists have all they need while waiting at the airport • Provide for tourists arriving at the destination e.g. car hire • Provide for tourists who need to access special assistance • Differentiate airport from other airports and attract customers • Good customer service • Convenience for the passengers **AO3 Analysis** • More successful airport with high passenger numbers • Bored or dissatisfied customer can be harder to manage • Increase tourists' satisfaction/meet tourist needs • Increases revenue for the airports **AO4 Evaluation** • Ensure it is an enjoyable experience at the airport for everyone • Safety of passengers is critical at airports, so keeping them managed is important • Competitive edge over other airports	**6**
3(a)	**State <u>two</u> of types of special interest travel.** Award one mark for a correct identification. • Medical • Religious • Mountain • Adventure • Cultural • Sports • Health and wellbeing • Ecotourism Credit these responses only.	**2**

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Question	Answer	Marks
3(b)	**Describe <u>one</u> way the 'Journey of the Fjords' is meeting the needs of tourists with <u>each</u> of the following specific needs:** Award one mark for each correct way and a second mark for descriptive comment of the way in context. **visual** • Dogs allowed on the boat [1] assistance dogs will be able support the tourist whilst on the tour [1] • Handrails [1] support partially sighted tourists when moving around [1] • Spacious walkways [1] avoid bumping into anyone [1] • Smooth walkways [1] no trip hazards [1] **mobility** • No stairs [1] tourist can freely access everywhere without having to experience the difficulty of stairs [1] • Large viewing windows [1] no need to move around to see the views [1] • Handrails [1] support tourists when moving around [1] • Spacious walkways [1] easier to move around/space for wheelchairs/walking aids [1] • Smooth walkways [1] no trip hazards [1] Credit all valid responses.	**4**
3(c)	**Explain <u>one</u> way the 'Journey of the Fjords' sightseeing boat is being dynamic.** Award one mark for the correct identification of a way and a second mark for explanatory development of the way in context. • Adapting the boat to meet the needs of different types of tourists [1] attracting all types of customers/not excluding anyone [1] • Meeting the increased need for sustainability [1] by being electric powered/only serving local food and drink [1] • Adapting the boat to the increasing need for sustainability [1] improve brand image and meet the changing needs of customers/the market [1] Credit all valid responses.	**2**

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Question	Answer	Marks
3(d)	**Explain <u>three</u> ways 'Journey of the Fjords' is minimising its negative environmental impacts.** Award one mark for the correct identification of a negative environmental impact and a second mark for explanatory development of the impact, in context. • Electric powered boat [1] sustainable electricity/no carbon emissions [1] • Silent engine [1] no noise pollution/does to disturb local wildlife [1] • Reducing food miles by offering locally sourced food and drink [1] less pollution from transporting products [1] • Encouraging tourists to reduce, reuse and recycle [1] minimise waste and litter [1] • Sustainably sourced electricity [1] preventing overuse of electricity [1] Credit all valid responses.	**6**
3(e)	**Evaluate the benefit of tourism services being accessible to all types of tourists.** Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks **K** × 2 AO3 out of two marks **An** × 2 AO4 out of two marks **EVAL** ×2 Responses may include the following and any other valid points should be accepted: **AO1 Knowledge and understanding** • Can be enjoyed/purchased by more customers • Comply with laws • More sales opportunities **AO3 Analysis** • More people experiencing the service generates more income • Prevent legal action being taken against them • More revenue for the business **AO4 Evaluation** • Local community benefits from multiplier effect/increased standard of living • It is the right thing to do • Increases chances of success	**6**

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Question	Answer	Marks
4(a)	**Other than luxury train, state <u>two</u> types of rail transport.** Award one mark for each correct identification. • Trams/light rail • Trains • MRT • Underground/subway/metro • Steam train • Heritage train • Sleeper train Credit these responses only.	**2**
4(b)	**Describe <u>one</u> example of good personal presentation seen in Figure 4.1.** Award one mark for the correct identification of an example and a second mark for descriptive development in context. • Waiter is wearing uniform [1] cultural themed, practical clothes [1] • Clean/neat/pressed clothes [1] welcoming guests with a good professional appearance [1] • Clean shaven [1] good for hygiene when serving food [1] • Neat haircut/style [1] professional/representing the company [1] • Hat [1] keep hair away from food [1] • Clean hands and nails [1] hygiene [1] Credit all valid responses.	**2**
4(c)	**Explain <u>two</u> impacts of bad customer service.** Award one mark for the correct identification of an impact and a second mark for explanatory development of the impact. • Loss of repeat customers [1] customers won't risk receiving bad customer service again, plenty of other choice [1] • Bad reputation/negative brand image [1] loss of sales/money [1] • Negative reviews online [1] future customers will be put off/reducing future sales [1] • Unhappy staff [1] leading to further bad customer service [1] • Loss of competitiveness [1] reduction in customers [1] • Reduction in customers/sales [1] increasing marketing costs to improve image and brand [1] Credit all valid responses.	**4**

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Question	Answer	Marks
4(d)	**Evaluate <u>two</u> benefits of using luxury train travel compared to luxury coach travel.** Award one mark per analytical benefit and award a second mark and third mark for evaluative comment of the benefit in context. **AO3 Analysis** • Both provide luxurious products and services, however luxury train services are able to provide more due to their large size/ability to safely walk around the train • Both provide high levels of customer service, however luxury train services are known for premium luxury compared to luxury coaches • Both can provide long distance travel for tourists, however they travel on different transport infrastructure (rails compared to roads) which can mean luxury trains are quicker due to less congestion which coaches experience on the roads • They provide different products, luxury train services can include sleeping facilities, whereas luxury coach services provide transport only and require other tourism providers for accommodation • Luxury train services provide luxury/premium food/meal service • Many luxury train products provide a more scenic experience/better views than coaches • Luxury train services provide passengers with more space/ facilities/services • Luxury train services experience less traffic compared to luxury coaches, therefore they are more reliable in terms of time • Luxury train services are more environmentally friendly as they produce less carbon per passenger **AO4 Evaluation** • Luxury train travel and luxury coach travel appeal to different types of tourists because of they provide different services. Tourists will choose their preferred transport methods according to their needs and wants • Luxury trains provide better customer satisfaction due a more comfortable journey because of the extra facilities services/ available increasing the enjoyment of the journey Credit all valid responses.	**6**

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Question	Answer	Marks
4(e)	**Evaluate the importance of restaurant staff having good product knowledge.** Follow the point-based marking guidance at the top of this mark scheme and use Table A to give marks for each candidate. AO1 out of two marks **K** × 2 AO3 out of two marks **An** × 2 AO4 out of two marks **EVAL** ×2 Responses may include the following and any other valid points should be accepted: **AO1 Knowledge and understanding** • Able to advise the customer according to their needs • Able to sell/make recommendations of the products to the customer • Part of good customer service • Know how to handle the food with good food hygiene • Can give allergy warnings/information • Good brand image • Staff can provide faster service • Staff can help/inform customer choices • Reflective of the professionalism of the restaurant **AO3 Analysis** • Helps to create satisfied customers and good reputation • Increase the revenue from increased sales • Keeps customers safe from allergens etc. • Builds trust between the customer and restaurant **AO4 Evaluation** • Customers will return • Good brand image • Positive reputation • Competitive edge • Increased sales/profit	**6**

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