Cambridge International AS & A Level

TRAVEL & TOURISM	**9395/13**
Paper 1 Themes and Concepts	**May/June 2024**
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 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **17** 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 descriptions 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.

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, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.

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

Tables **A–D** will be used for specific questions. Please refer to the question for which tables should be used when appropriate.

Table A

Level	AO1 Knowledge and understanding 2 marks	AO3 Analysis and research 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	**2 marks** The response contains several explained valid points.	**2 marks** There is some consideration of the significance of the points mentioned. **OR** The arguments for and against the points mentioned are given.	**2 marks** The response contains a reasoned conclusion or recommendation.
1	**1 mark** The response 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 at least one point. **OR** The arguments for or against at least one of the valid points are given.	**1 mark** The response contains a conclusion or recommendation, but no reasoning is given.
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.

Table B

Level	AO2 **Application** **2 marks**	AO3 **Analysis and research** **2 marks**	AO4 **Evaluation** **2 marks**
	Description	**Description**	**Description**
2	**2 marks** The response includes an explanation of why the points mentioned are relevant/suitable to the context of the question.	**2 marks** There is some consideration of the significance of the valid points mentioned. **OR** The arguments for and against the valid points mentioned are given.	**2 marks** The response contains a reasoned conclusion or recommendation.
1	**1 mark** At least one point 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 at least one valid point. **OR** The arguments for or against at least one of the valid points are given.	**1 mark** The response contains a conclusion or recommendation, but no reasoning is given.
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.

Table C

Level	AO1 Knowledge and understanding 3 marks	AO3 Analysis and research 3 marks	AO4 Evaluation 3 marks
	Description	**Description**	**Description**
3	**3 marks** The response contains a range of explained valid points.	**3 marks** The response is well-balanced and considers the significance of each of the valid points mentioned. **AND/OR** The arguments for and against each valid point mentioned are given.	**3 marks** The response contains a well-supported and reasoned conclusion or recommendation.
2	**2 marks** The response contains some explained valid points.	**2 marks** The response gives some consideration of the significance of some of the valid points mentioned. **OR** The arguments for and against most of the valid points mentioned are given.	**2 marks** The response contains a conclusion or recommendation with some reasoning given.
1	**1 mark** The response 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 at least one valid point. **OR** The arguments for or against at least one of the valid points are given.	**1 mark** The response contains a conclusion or recommendation, but no supporting evidence or reasoning is given.
0	**0 marks** No creditable response.	**0 marks** No creditable response.	**0 marks** No creditable response.

Table D

Level	AO2 Application 3 marks	AO3 Analysis and research 3 marks	AO4 Evaluation 3 marks
	Description	**Description**	**Description**
3	**3 marks** The response includes an explanation of why each of the points mentioned are relevant/suitable to the context of the question.	**3 marks** The response is well-balanced and considers significance of each of the valid points mentioned. **AND/OR** The arguments for and against each valid point mentioned are given.	**3 marks** The response contains a well-supported and reasoned conclusion or recommendation.
2	**2 marks** The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	**2 marks** The response gives some consideration of the significance of some of the valid points mentioned. **OR** The arguments for and against some of the valid points mentioned are given.	**2 marks** The response contains a conclusion or recommendation with some reasoning given.
1	**1 mark** At least one point has an explanation of why it is relevant/suitable to the context of the question.	**1 mark** The response gives some consideration of the significance of at least one valid point. **OR** The arguments for or against at least one of the valid points are given.	**1 mark** The response contains a conclusion or recommendation, but no supporting evidence or reasoning is given.
0	**0 marks** No creditable response	**0 marks** No creditable response	**0 marks** No creditable response

Question	Answer	Marks
1(a)(i)	**Define what is meant by the term 'adventure tourism'.** Award **one** mark for a correct definition. A form of specialised tourism where the participant takes part in adventurous or possibly risky activities. Accept any other reasonable response.	1
1(a)(ii)	**Identify three tourism activities available in Nepal.** Award **one** mark per example given. Fig. 1.1 includes the following acceptable responses: • Mountaineering • Rafting • Trekking • Adventure • Religion • Cultural experiences • Food Accept any other reasonable response appropriate to Nepal.	3
1(b)	**Explain three ways that tourists to Nepal can travel sustainably.** Award **one** mark for identification of a correct way and the **second** for the explanation. • Cycles/bikes (1) may be used as they can go over a variety of terrains and are an eco-friendly travel around the country. (1) • River travel (1) using boats/canoes would reduce the carbon footprint. (1) • Bus travel (1) allows environmental impacts to be minimised and allows travel between towns and places of interest. (1) • Cable cars (1) through hilly areas stop exploitation of areas through road building and prevent damage to the ecosystems. (1) • Trains (1) connecting Nepal with other places with reduced carbon emissions. (1) Accept any other reasonable response.	6

Question	Answer	Marks
1(c)	**Explain <u>two</u> ways the age of tourists may impact adventure tourism in destinations such as Nepal.** Award **one** mark for the way and up to **two** further marks for the accompanying explanation. • People are more active into their 50's and 60's (1) so they are more likely to want to undertake a variety of activities (1) this will mean the market will provide opportunities for them and more destinations will be available. (1) • People who are more active to an older age (1) means that destinations such as Nepal will have to provide more health care facilities (1) as more people will be continuing with adventure tourism activities and are more inclined to injury. (1) • Provision of a greater range of adventure tourism activities for all ages (1) means more money has to be spent upon infrastructure (1) and it encourages the growth of more employment opportunities. (1) Accept any other reasonable response.	**6**

Question	Answer	Marks
1(d)	**Analyse how tourism authorities may encourage respect for the environment and local cultures.** Use **Table C** to mark candidate responses to this question. AO1 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks Indicative content: **AO1 Knowledge** • Education for local people and for tourists so there is an understanding/appreciation of environment and local cultures in destination. • Liaising with other tourism authorities such as tour operators or regional tourist boards to facilitate the expansion of knowledge and understanding. • Adverts etc. to draw attention. • Assistance with local planning of tourist sites. **AO3 Analysis** • Description/explanation of possible programmes such as assisting tour operators to put together information packs about the destinations to try and minimise tourists impacts and encourage respect for the people, their culture and the environment of the area where they are visiting. • Development of training and education strategies which will operate within education establishments. • Liaison with local government and councils to help provide information and back up to assist with plans being put into place. • Put into place via tourism offices strategies which will help maintain the environment in areas being developed. Tourism offices will then be able to explain to tourists how they should be in the area they are visiting. **AO4 Evaluation** • Comments about the potential value of these strategies as to which may be most successful and why, for example, by passing on the work to local tourist information centres may be useful as they will interact directly with tourists and can explain where they can go and how to behave, they can also put guided tours on which will minimise issues. • Placing responsibility onto local people is often a negative process as some may be against tourist development and not want tourists coming into the area and causing potential environmental or social problems. Accept any other reasonable response.	9

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways that cruise lines may keep their internal customers safe.** Award **one** mark for each method and the **second** for the explanation. • Staff may be given training (1) this will give them the knowledge to safely do their jobs. (1) • Daily briefings (1) will let staff know if there are things happening they need to be aware of and change their actions in response to it. (1) • Signs (1) about the ship will alert staff to any potential dangers. (1) Accept any other reasonable response.	**4**
2(b)	**Explain <u>three</u> methods cruise lines may use to assess the quality of customer service.** Award **one** mark for the method and the **second** for the explanation. • Setting standards/benchmarks (1) allows them to judge their service against competitors and to see how well they are doing. (1) • Use of performance management/appraisal (1) which allows staff and managers to see whether targets are being met and therefore if customer service levels are as they should be. (1) • Customer feedback techniques such as observation/face to face interactions/social media and online comments etc. (1) allow cruise lines to obtain the views of the customer about levels of customer service. (1) • Market research techniques such as surveys/mystery shoppers/focus groups/interaction observed/informal chats (1) allow detailed feedback about levels of customer service. (1) • Levels of complaints (1) will give an indication as to whether or not customer service is at the expected level. (1) Accept any other reasonable response.	**6**

Question	Answer	Marks
2(c)	**Discuss the reasons why cruise lines may adopt horizontal integration.**	**6**
	Use **Table B** to mark candidate responses to this question. AO2 – out of 2 marks AO3 – out of 2 marks AO4 – out of 2 marks Indicative content: **AO2 Application** • Horizontal integration refers to the situation where two or more companies join together. Examples may be used. • It involves mergers at the same level in the tourism distribution or supply chain. In this case it would be different cruise lines. **AO3 Analysis** • Horizontal integration takes place so that competition can be removed. • Increases economies of scale. So makes purchase of supplies cheaper and reduces costs. • Can take up all areas of the cruise market. **AO4 Evaluation** • Some reference may be made to different cruise lines which may incorporate luxury brands with other more family orientated brands so maximising their market share. Accept any other reasonable response.	

Question	Answer	Marks
2(d)	**Assess the benefits of social media for transport providers.** Use **Table C** to mark candidate responses to this question. AO1 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks Indicative content: **AO1 Knowledge.** • Through social media, transport providers are able to reach a segment of the population that has definite financial potential. • Social media includes a variety of sites which can be accessed 24/7 and can be quickly updated. • Social media can be accessed by both the transport providers and their customers easily/quickly. • They can use these sites to advertise their products, to allow individualised brochures to be downloaded and to assist with the problem of intangibility. • Users who are in the older age ranges may not be familiar with social media platforms and therefore may be unable to add comments. **AO3 Analysis** • Transport providers will be able to specifically target certain markets which may be more profitable for them – for example a cruise line may have a cruise geared towards the 60+ market or one for families and by giving information directly and frequently they will be more likely to get take up of bookings. • If they have surplus capacity they can also target customers who have been on similar cruises in the past. • They can send information out to customers quickly as this system is available 24/7. • It is also cheap to use and they can have chat lines available so people may get a more personalised experience. **AO4 Evaluation** • Some comments about it being of great value should be expected – along with an explanation for example it is cheap, fast and easy. • It also allows them to get in touch with a larger potential market easily. Accept any other reasonable response.	9
3(a)(i)	**Identify <u>two</u> ecotourism activities available in Thenmala.** Award **one** mark for each correct identification. • Purchasing traditional foods/locally produced arts/crafts • Watching traditional performances/dances. • Ecotours to see the wildlife in its natural habitat. Accept these responses only.	2

Question	Answer	Marks
3(a)(ii)	**Suggest <u>two</u> types of accommodation that would be suitable for an ecotourism resort.** Award **one** mark for identification of accommodation suitable for an ecotourism resort. • Lodges • Camp sites/tents • Guest houses • Hostels • Villas • Hotels Accept any other reasonable response.	2
3(b)	**Explain <u>three</u> ways Thenmala helps to preserve local culture.** Award **one** mark for identification of a preservation method and the **second** for the explanation. • People are employed to undertake the crafts (1) and this maintains the old traditions as people want to buy them as souvenirs. (1) • Local people will put on events (1) which will showcase their culture. (1) • Buildings will be made in a traditional way (1) so maintaining the local environment and building methods. (1) Accept any other reasonable response.	6
3(c)	**Explain <u>two</u> negative environmental impacts of tourism.** Award **one** mark for identification of a negative environmental impact and up to **two** further marks for explanation. • Pollution (1) through litter brought to destinations by tourists (1), there can be other forms of pollution associated with large numbers of visitors such as noise from crowds or the wearing away of footpaths. (1) • Traffic congestion caused by large crowds of tourists (1) may cause problems for local people (1) such as blocking roads and preventing access to places they need to go to/causing lots of air pollution from too many vehicles (1) • Money has to be directed away from other investment opportunities (1) this may mean that newer, more environmentally friendly developments may have to wait (1) This may have a negative effect upon environments. (1) Accept any other reasonable response.	6

Question	Answer	Marks
3(d)	**Discuss the positive economic impacts of ecotourism.**	9
	Use **Table C** to mark candidate responses to this question. AO1 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks Indicative content: **AO1 Knowledge** • Tourists will spend money on local products. • Local people will be employed both directly and indirectly. • Infrastructure in the area is likely to be developed. • Foreign exchange will be brought into the country. • Better balance of payments for the country. **AO3 Analysis** • As more money is spent on local products more people will have to be employed. • More local work places will be created to manufacture craft products for sale to tourists. • This will help local economies grow as there will have to be more local services such as shops and transport. • As more money comes into the country there will be money available for creating local infrastructure developments such as health facilities or transport facilities which again increases employment. **AO4 Evaluation** • There should be some evaluative comment made that all points are beneficial for local areas and it is a way of reducing poverty in an area and also encourages better public services and improve the lifestyles of the local people. Accept any other reasonable response.	