

Cambridge International AS & A Level

TRAVEL & TOURISM**9395/13**

Paper 1 Themes and Concepts

May/June 2025**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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level 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.

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
BOD	Benefit of doubt given
REP	Repetition
NAQ	Not answered question
VG	Content of response too vague
SEEN	Page or response seen by examiner
BP	Blank page
KU	Knowledge and understanding
APP	Application
AN	Analysis
EVAL	Evaluation

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	<p>2 marks The response includes an explanation of why the points mentioned are relevant/suitable to the context of the question.</p>	<p>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.</p>	<p>2 marks The response contains a reasoned conclusion or recommendation.</p>
1	<p>1 mark At least one point has an explanation of why it is relevant/suitable to the context of the question.</p>	<p>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.</p>	<p>1 mark The response contains a conclusion or recommendation, but no reasoning is given.</p>
0	<p>0 marks No creditable response.</p>	<p>0 marks No creditable response.</p>	<p>0 marks No creditable response.</p>

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)	<p>State the type of attraction shown in Fig. 1.1.</p> <p>Award one mark for a correct identification.</p> <ul style="list-style-type: none"> • A natural attraction • A river • A water feature • A waterfall <p>Accept these answers only.</p>	1
1(a)(ii)	<p>Suggest <u>three</u> reasons why people travel to Niagara Falls.</p> <p>Award one mark for each correct reason.</p> <ul style="list-style-type: none"> • Adventure tourism • School groups to learn about it • Sight seeing • Visiting friends and relatives • Special interest e.g. photography • Boat trips under the falls <p>Credit any other reasonable response.</p>	3
1(b)	<p>Explain <u>three</u> reasons visitor attractions use online booking.</p> <p>Award one mark for each reason and a second for the explanation.</p> <ul style="list-style-type: none"> • Cheaper to operate (1) as fewer staff would be needed so less money on wages etc. (1) • Quicker to deal with (1) as tickets can be sold and issued online via the Internet, no need for queueing (1) • Paperless (1) as tickets can be stored on phones and tablets (1) • Easy to manage visitor numbers (1) as the online system would control the number of tickets issued (1) <p>Credit any other reasonable response.</p>	6

Question	Answer	Marks
1(c)	<p>Discuss how Niagara Falls can become more sustainable.</p> <p>This is an extended writing response and should be marked in conjunction with Table B.</p> <p>AO2 Application</p> <ul style="list-style-type: none"> • Recycle waste using local recycling facilities • Use of renewable energy produced by the falls • Be paperless where possible for tickets and guides etc. • Place restrictions on visitor numbers at certain times • Use of a variety of pathways around the falls • Sell local produce in food outlets <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Waste products should be recycled so that they can be used again if appropriate so lessening the amount of waste material thrown away. • Renewable energy sources would reduce costs and stop fossil fuels being used. • Use of online booking reduces the amount of paper used so making less waste and having less impact on local areas. • Restrictions on visitor numbers at certain times will prevent erosion and disturbances for local people such as traffic congestion. • Use of local food will support local businesses and will also have a lower carbon footprint. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • There are many ways to be more sustainable and the best way to improve sustainability is to use a combination of these ways to have the biggest impact. • The thing Niagara Falls can do that will have the biggest impact overall is to use renewable energy created by the falls themselves – this will be ever lasting and will reduce the need for other less sustainable energy sources. <p>Credit any other reasonable response.</p>	6

Question	Answer	Marks
1(d)	<p>Discuss why a knowledge of procedures, routines and performance standards is important for internal customers.</p> <p>This is an extended writing response and should be marked in conjunction with Table C.</p> <p>AO1 Knowledge</p> <ul style="list-style-type: none"> Internal customers need to know how to respond and operate in a variety of situations Internal customers need to know the standards to operate at to deliver their role Knowledge is required to keep both internal and external customers safe Better levels of customer service would be experienced Performance standards give internal customers something to aim for so that they will be making an effort in their working environment <p>AO3 Analysis</p> <ul style="list-style-type: none"> Internal customers always need to know how to operate all equipment safely They need to know the expectations of the company/organisation so that they perform their job role correctly If they do this then they will be trying to meet the higher standards / performance levels and this will make them produce a better quality of service/operation in their job They would understand what the organisation was trying to do and would know what procedures would need to be followed in an emergency. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> All of this knowledge will mean internal customers and the organisation as a whole will operate more effectively. Internal customer's work will be better and better levels of customer service will result so encouraging customers to give good reviews and return and thus producing an all round better experience for everyone. <p>Credit any other reasonable response.</p>	9

Question	Answer	Marks
2(a)(i)	<p>Define the term ‘domestic tourism’.</p> <p>Award one mark for a correct definition.</p> <p>Tourists visiting destinations in their home country.</p> <p>Credit any other reasonable response.</p>	1
2(a)(ii)	<p>State <u>three</u> benefits of domestic tourism for Japan.</p> <p>Award one mark for each correct benefit identified.</p> <ul style="list-style-type: none"> • Money is kept within the country. • Infrastructure developments will take place. • Jobs will be created. • Multiplier effect takes place. • Raising cultural awareness. <p>Credit any other reasonable response.</p>	3
2(b)	<p>Explain <u>three</u> benefits of rail transport for visitors to Japan.</p> <p>Award one mark for the benefit and a second mark for the explanation.</p> <ul style="list-style-type: none"> • Rail stations stop in central locations (1) so travel to city centres is easier for them (1) • Rail transport is fast (1) so journey times are quick for them (1) • More luggage can be carried (1) so it is easier to take what they want with them (1) • More space on the trains(1) – can walk about and get refreshments (1). • Viewing scenery (1) as you travel so you will see more of the country (1) <p>Credit any other reasonable responses.</p>	6
2(c)	<p>Explain <u>two</u> reasons why the majority of international tourists to Japan come from other Asian countries.</p> <p>Award one mark for each correct reason and up to two further marks for the explanation.</p> <ul style="list-style-type: none"> • Culture (1) Japan will have a culture similar in some respects as other Asian countries (1) and the people may feel a greater affinity or understanding. (1) • Location (1) Japan’s location means that it is easier to reach from other Asian countries (1) and this will mean that travel costs are cheaper. (1) • Language (1) may be easier to understand if the language in other Asian countries is similar (1) and so people from other Asian countries may have fewer problems communicating. (1) • Currency exchange rates may be favourable (1) and so tourists will be able to get value for their money (1) and this will be a better option than travelling to another country. (1) <p>Credit any other reasonable response.</p>	6

Question	Answer	Marks
2(d)	<p>Discuss how visas and entry requirements may be useful in controlling tourist access to destinations.</p> <p>This is an extended writing response and should be marked in conjunction with Table C.</p> <p>AO1 Knowledge</p> <ul style="list-style-type: none"> • Governments control entry and exit for people in to their countries. • Visas have to be applied for and once given will allow entrance into a country for a period of time. • Visas can be taken back if the Government wishes for any reason e.g. health or security. • Entry requirements can be used in a separate way or in addition to visas – they can include the requirement for evidence of health testing for example. • Entry requirements can be put in place quickly. • <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Visas are used by a number of countries to restrict or control the numbers of visitors having access to their country. • They can put in place any requirement and unless the person applying meets that then they will not be allowed into the country. • Tourist visas tend to be common and usually only allow access for a short period of time. Thus ensuring that people cannot stay indefinitely. • Entry requirements can be put in place alongside visas or as a measure when visas are not usually used. They can be used in response to an emergency such as a disease control measure. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • Both visas and entry requirements are effective measures to control entry of visitors into a country. Either or both can be used easily and are easy to put in place. So used in combination both are equally useful in managing access to destination. • Visa applications can be time consuming to apply for and so sometimes they can put people off visiting the country which may be a negative point. <p>Credit any other reasonable response.</p>	9

Question	Answer	Marks
3(a)	<p>Explain <u>two</u> ways restaurants can motivate their internal customers.</p> <p>Award one mark for each correct way and a second mark for the explanation.</p> <ul style="list-style-type: none"> • Bonuses (1) will encourage staff to make an extra effort so that they will be considered for one. (1) • Promotion (1) doing well at the job can give a good reputation and lead to promotion. (1) • Awards (1) could be given such as 'employee of the month' or a prize in a monthly competition. (1) <p>Credit any other reasonable response.</p>	4
3(b)	<p>Describe <u>three</u> ways a restaurant may meet the needs of families.</p> <p>Award one mark for each method suggested and a second for the description.</p> <ul style="list-style-type: none"> • Children's menu (1) this will provide suitable food for children which may not be expensive. (1) • Children's play area (1) provides somewhere for children to be kept occupied whilst the adults finish their meal. (1) • Bottle warming facilities (1) for families with babies who may need feeding. (1) • Changing stations (1) available in rest rooms (1) <p>Credit any other reasonable response.</p>	6
3(c)	<p>Explain <u>two</u> ways a restaurant can be sustainable.</p> <p>Award one mark for each way and up to two marks for each explanation.</p> <ul style="list-style-type: none"> • Use local produce (1) this means that the produce has to be transported a shorter distance causing less pollution (1) and also support local people by providing them with an income which in turn will help the local area. (1) • Use less plastic/reusable packaging for takeaway food (1) this means that less has to be recycled (1) and will help the environment by causing less pollution or a need for recycling. (1) • Use of renewable energy such as wind or solar power (1) this means that less pollution occurs whilst being generated (1) and there is also less dependence on other areas for fuel. (1) • Use local people as staff within the restaurant (1) this provides the local community with a source of income (1) and money generated may be spent locally supporting other local businesses. (1) <p>Credit any other reasonable response.</p>	6

Question	Answer	Marks
3(d)	<p>Assess how the growth of sustainable tourism is influenced by the media.</p> <p>This is an extended writing response and should be marked in conjunction with Table C.</p> <p>AO1 Knowledge</p> <ul style="list-style-type: none"> Publication of sustainable products/resorts via various media Articles in magazines/newspapers which potential tourists/local people may see Television programmes and advertisements showing current trends Online media can reach a large audience Negative/positive aspects can be freely available <p>AO3 Analysis</p> <ul style="list-style-type: none"> Media is widely consumed and so can have a real impact on people's opinions, so if the media is promoting sustainable tourism this will increase the demand for it. Influencers/social media have a huge impact in society, so if they are promoting sustainable practices this will increase demand. Negative and positive aspects being seen will influence people – no one will want to visit a place that has a reputation for damaging the environment. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> Media coverage should be beneficial to the growth of sustainable tourism as it would be quick and easy to publicise the tourism development and to target customers who would be supportive. Current trends are now available much more widely through online media such as review website and blogs/vlogs and so they have the capacity to be much more influential given the number of people who will see them. <p>Credit any other reasonable response.</p>	9