

Cambridge International AS & A Level

TRAVEL & TOURISM**9395/11**

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 **18** 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

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)	Describe <u>two</u> standards a hotel can use to ensure quality customer service by reception staff. Award one mark for the standard identified and a second mark for the description. • Answer the phone within a specific number of rings (1) so that customers are not kept waiting/feel more valued. (1) • Making a note of complaints/issues (1) and solving the issue/referring to someone who can help. (1) • Wearing the uniform provided (1) so that corporate identity is seen and that reception staff will give a smart, coordinated appearance maintaining a professional look. (1) • Greeting the customer by name if known (1) this makes the customer feel welcome and recognised. (1) • Use of a friendly but professional manner (1) this will create a positive first impression. (1) • Staff are trained to follow a set procedure (1) so that they are able to deal with any issues at check in/out. (1) Credit any other reasonable response.	4
1(b)	Explain <u>three</u> benefits to external customers of good customer service. Award one mark for the identification of good customer service and the second for the explanation. • It provides a positive experience (1) for the tourist so that they will enjoy their visit and want to return. (1) • It gives a feeling of getting value for money (1) so they may spend more time there. (1) • If part of a chain, it will give confidence to use other places associated with it (1) because they know they will receive the same level of customer service. (1) • Give them a positive experience (1) to pass on to family and friends so giving them a feeling of usefulness. (1) Answers must be benefits to customers and not the organisation. Credit any other reasonable response.	6

Question	Answer	Marks
1(c)	Explain <u>one</u> benefit of each of the following for internal customers of a hotel: Award up to three marks for each explanation. a safe working environment • A safe working environment gives the hotel staff confidence (1) they feel they are safe and can work without any fear that they will be interrupted, hurt or delayed (1) and they will be able to meet their targets. (1) • Safe working environments, for example lifts working correctly, make staff happy (1) this gives a positive impression on others and a better output may result. (1) This also translates to staff feeling more motivated as they work for a company that cares for their well-being. (1) training • Training will give reception staff the knowledge they need (1) to complete their work or to do their work more efficiently. (1) This can make their jobs easier and can help them achieve bonus payments. (1) • Training is necessary to achieve skills and knowledge. (1) This can be used to work more efficiently and potentially to gain promotions and pay rises. (1) Improved knowledge helps to give the external customers a better experience which will also be good for the external customers. (1) Credit any other reasonable response.	6

Question	Answer	Marks
1(d)	Discuss how hotels could be affected by changing value and attitudes of customers. This is an extended answer response and should be marked using Table D. AO2 Application • Changing values in tourists will affect how hotels are operated. • Hotel managements are more concerned about sustainability and being more responsible • Hotel restaurants will use locally produced food suppliers and staff • Tourists will want to see clear policies in operation in hotels for e.g. to conserve energy or to re-use water, energy saving lights etc. AO3 Analysis • If tourists can see that hotels are concerned about their views and attitudes and are responding by putting procedures / actions in place, then the tourist will feel more positive towards the brand and will be likely to use the brand when they go to other destinations. • Putting environmental procedures in place will also help the hotel achieve a better reputation with local people which may help when restructuring or redevelopments take place. • As more changing attitudes are geared towards sustainability then the procedures would be reflecting this and would include things such as use of renewable energy, recycling materials etc, providing transport for guests which would be environmentally friendly for example. • These would have positive impacts upon tourists and local people. It has the potential to spread through word of mouth and use of social media would give a good impression. AO4 Evaluation • A positive response to changing values and attitudes could result in good advertisements on social media. This may lead to more business which would be a good result. • If hotels do not respond they are unlikely to gain much and may be likely to lose business. • Some overall evaluative comments would be likely. Credit any other reasonable response.	9
2(a)(i)	Define the following terms: • ecotourism • sustainable tourism Award one mark per definition. Ecotourism: visiting a destination to enjoy the natural environment in a responsible manner without causing damage. Sustainable tourism: visiting places in a manner that will help the tourism industry conserve / sustain the local environment and how the local people live, now and in the longer term. Credit any other reasonable response.	2

Question	Answer	Marks
2(a)(ii)	State <u>two</u> features of an all-inclusive package. Award one mark per feature stated. • Accommodation • Transfers • Transport to the resort/destination. • May have the services of a representative • Tours may be included Credit any other reasonable response.	2
2(b)	Explain <u>three</u> ways Six Senses benefits local people. Award one mark for the reason given and the second for the accompanying explanation. • Local people will have conservation projects undertaken (1) this will save endangered species. (1) • Carbon footprints reduced. (1) Local building materials and locally produced food will be used there. (1) • Use of local products (1) will encourage the growth of employment and support local families. (1) • Local people will be employed such as with the local women basket weaving (1) this will provide them with an income. (1) • Governments will invest in the infrastructure (1) and this will help to make life better for locals. (1) • Local people will spend money in the area (1) and this will then support other industries – Multiplier effect. (1) • Allows for contact with the tourists (1) which may promote greater understanding. (1) Credit any other reasonable response.	6

Question	Answer	Marks
2(c)	Discuss the problems that may result from overtourism. This is an extended writing response and should be marked in conjunction with Table A. AO1 Knowledge • There can be overcrowding and traffic jams • Increased numbers may mean that local organisations may have to import goods to make sure they can operate successfully. • Increasing numbers will impact upon the environment and wildlife. • There will be erosion of footpaths or rubbish deposited which will need repairing. AO3 Analysis • Increased numbers of tourists will cause road blockages and traffic jams causing problems for locals trying to go about their lives. • There may be insufficient food/water etc. available for the number of visitors meaning imports will be needed from outside the area. • Erosion of footpaths and natural areas mean conservation acts are needed and money will have to be taken from other areas to pay for this. AO4 Evaluation • Local people will be annoyed with the tourists and begin to resent them or become hostile. • Costs will increase to pay for what is needed and locals may be forced out of the area • Leakage may occur as multinational companies may invest in a popular holiday location. • Locals may move away and traditional skills etc. will be lost from the area making it lose any appeal. Credit any other reasonable response.	6

Question	Answer	Marks
2(d)	Evaluate the appeal of Six Senses to ecotourists. This is an extended writing answer and should be marked with Table D. AO2 Application • Six Senses has strategies in place to conserve water and energy. • Only local produce is used within the resort. • 100% of the resort's energy comes from solar power. • The carbon footprint has been reduced. • Local people are employed throughout the resort. • Areas are protected to maintain environments / ecosystems • All infrastructure developments are done to benefit both locals and tourists. AO3 Analysis • Careful conservation strategies have allowed the resort to be self-sufficient so ecotourists will see few negative impacts • The resort is not dependent upon external agencies for power etc. which means that costs for tourism will be kept to a minimum and this will benefit the local population as well. • Local people are employed and their money is kept within the area which also develops the multiplier effect which will assist infrastructure developments. AO4 Evaluation • Ecotourists will feel positively about the locals seeing the benefits and so will maintain an eco-friendly approach to the resort as this will continue to bring in visitors and therefore more money and better incomes for them. • Ecotourists will see that local wild life / plants etc. will benefit because the areas are being looked after and so would prefer to come to Six Senses than go to another less responsible resort. Credit any other reasonable response.	9

Question	Answer	Marks
3(a)(i)	Using an example, define the term ‘pilgrimage’. Award one mark for the definition and the second mark for the example. A pilgrimage is a journey, often religious, when a person goes to experience something which may have a special meaning or significance for them. Examples: visiting Jerusalem/Mecca for the Haj or Rome.	2
3(a)(ii)	Other than a pilgrimage, give <u>two</u> reasons people travel. Award one mark for each correct reason. Business Leisure VFR Culture Sport Adventure Credit any other reasonable response.	2
3(b)	Explain <u>one</u> way that destinations may meet the specific needs of the following types of customer: Award one mark for the identification of a way and the second for the explanation. groups • Easy access (1) there is plenty of space available for groups to access the site as a group. (1) • Groups could be kept together (1) so making sure that no one is lost. (1) people with sensory needs • People with sensory needs may have access to hearing loops or screens (1) so that they can either see or hear what is going on (1) • Guides/translators (1) may be available so that visitors will understand what is going on. (1) visitors with language differences • Information booklets/apps for phones (1) which will help visitors with cultural differences so they are unlikely to cause offense. (1) • Signposts using pictures (1) so that words are not necessary for visitors to find their way about. (1) Credit any other reasonable response.	6

Question	Answer	Marks
3(c)	Explain <u>three</u> features of a cultural destination. Award one mark for the feature identified and the second for the explanation. • Different religions and the areas associated with them such as churches (1) encourage visitors who will want to see artefacts or structures which may be significant to them. (1) • Historical features or artefacts made locally as souvenirs (1) like castles, palaces or homes will attract visitors especially if they are famous and people will like to tour around the area so that they can learn about events and people from the past. (1) • Food and drink is often a cultural feature (1) many areas are associated with certain dishes and people may travel to experience the food of the region such as having Paella in Spain. (1) Credit any other reasonable response.	6
3(d)	Discuss the reasons why educating tourists is important before they take part in a pilgrimage. This is an extended writing answer and should be marked with Table D. AO2 Application • Visitors will need to know what to wear whilst on the pilgrimage. • They will also need educating about the process of the pilgrimage – where it will be going, how much free time they will have etc. • They may need guidance about the places that will be included and how to interact with the local people. • They may need to know not to be over zealous. • To ensure they do not offend others travelling with them or those they meet on the way. AO3 Analysis • Visitors may have to be careful about the clothes worn especially if they go into religious buildings/services so that they don't offend local people. • If it is religious the pilgrimage may not be associated with the religion which is currently dominant in the area so they will have to be careful not to offend local people through saying something or behaving in a manner which is not appropriate. • Local people can be sensitive and visitors will have to be instructed about areas where they can go safely and other areas which they may need to stay away from so that local people's lives are not disturbed. AO4 Evaluation • It is essential that tourists taking part in pilgrimages are educated. The most important thing they should be taught is how they should behave so as not to cause anyone any offence. But they also need to be informed about what the journey will involve. • If tourists are not educated about, they may cause problems. Any problems could cause ruin the opportunity for pilgrimages in the future. Credit any other reasonable response.	9