

Cambridge International AS & A Level

TRAVEL & TOURISM**9395/13**

Paper 1 Themes and Concepts

May/June 2026**MARK SCHEME**Maximum Mark: 75

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.

This document consists of **17** printed pages.

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.

**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.

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 evaluation or a recommendation with some supporting evidence or 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 point. OR The arguments for or against at least one of the valid points are given.	1 mark The response contains evaluation or a 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 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 evaluation or a recommendation with some supporting evidence or 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 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 evaluation or a 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 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 evaluation or recommendation/s with supporting evidence or reasoning given.
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 evaluation or a recommendation with some supporting evidence or 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 evaluation or a 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 evaluation or recommendation/s with supporting evidence or reasoning given.
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 evaluation or a recommendation with some supporting evidence or 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 evaluation or a 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)	Explain <u>two</u> benefits to the tour operator of offering ancillary services. Award one mark for each benefit and a second for development. • Make money from selling additional services (1) increases income generation opportunities (1) • Makes them more competitive (1) good selling point/USP (1) • Enables them to better meet customer needs (1) allows added extras/flexibility/attracts more customers (1) Credit any other reasonable answer.	4
1(b)	Explain <u>three</u> ways the tour in Figure 1.1 can encourage social sustainability. Award one mark for the way and a second mark for the explanation. • Working with local chefs will show visitors what the local cuisine consists of (1) which will help ensure traditional dishes/cooking methods continue into the future/pass on traditional skills (1) • Staying in local traditional hotels (1) will provide employment for local people to enable them to stay in the area (1) • Local businesses will support/run this tour (1) local community will be involved in the management of this and therefore will ensure it does no damage/traditional ways of life are not diluted/ruined (1) • Provide authentic products/services, such as food events (1) which supports local markets/enables them to thrive (1) Credit any other reasonable answer.	6
1(c)	Explain <u>two</u> ways the tour in Figure 1.1 can help protect the local environment. Award one mark for each way and up to two marks for development. • Keeping tours within the local area (1) will reduce the amount of travelling the visitors will need to do (1) and so help to prevent pollution or traffic problems affecting the local people (1) • Transporting the visitors to the places on their itinerary all together (1) will help to reduce the impact of many visitors using the transport system (1) and so reducing overcrowding (1) • Local guides (1) are available to advise on places to visit (1) so that they can avoid disturbing local wildlife or ecosystems (e.g. no BBQs in the park/don't walk on the grass) (1) • Educate visitors on how to behave (1) give them information about how to respect the environment/local landscape (1) not dropping litter/using facilities provided (1) Credit any other reasonable answer.	6

Question	Answer	Marks
1(d)	Discuss the importance of customer satisfaction. This is an extended writing response and should be marked in conjunction with Table C. Indicative content may include any of the following: AO1 Knowledge and Understanding • Makes external customers feel valued • Makes external customers feel they got good value for the money spent • All customers feel secure and positive about the organisation • All customers feel happy with their experiences • Makes internal customers feel motivated • Gives internal customers chances of reward AO3 Analysis and Research. • Feeling valued/satisfied leads to repeat business and customer loyalty • If people are satisfied, they are likely to spread their opinions through word of mouth and more importantly through social media • Internal customers feel that they have done a good job and so will try to repeat/maintain that standard in future interactions • Their employers will see satisfied customers and so employees will be rewarded maybe through pay rises, rewards, training courses to develop higher skills which may lead to promotion AO4 Evaluation • Customer satisfaction is important to both sets of customers. It provides a good experience which could make a holiday/trip for the visitor and for the employee it can have a significant impact on their working lives and so on their futures with the organisation. • Customer satisfaction is most important to the organisation as it will develop its reputation and image, leading to competitive advantage, more customers and more income. Credit any other reasonable answer.	9

Question	Answer	Marks
2(a)	Explain <u>two</u> advantages to passengers of using Le Shuttle. Award one mark for an advantage and a second mark for development. • There are at least three crossings per hour (1) giving flexibility (1) • No luggage/fuel supplement (1) so the price shown is what will be paid (1) • Fastest way to cross/takes only 35 minutes (1) and so is very quick and convenient (1) • Cost effective as one ticket covers one vehicle and nine people (1) so can travel with whole family/large group (1) Credit any other reasonable answer.	4
2(b)	Explain <u>three</u> ways Le Shuttle is an environmentally responsible form of transport. Award one mark for each way and a second for explanation. • Le Shuttle is electric (1) and so does not use fossil fuels/causes less pollution than non-electric/diesel trains (1) • Uses the Channel Tunnel that stops gas escaping (1) so does not pollute with waste gases (1) • Only emits 2 kg of CO₂ per crossing (1) significantly less than a ferry/other methods of crossing (1) • Carries 120 vehicles at a time (1) so is energy efficient (1) Credit any other reasonable answer.	6

Question	Answer	Marks
2(c)	Discuss how transport providers ensure the safety of their external customers. This is an extended writing response and should be marked in conjunction with Table A. Indicative content may include any of the following: AO1 Knowledge and Understanding • Check/maintain the transport/vehicle being used • Ensure that their staff are trained and can deal with emergencies • Have emergency procedures in place in case passengers need to be evacuated • Have screening/safety procedures in place in case of disease outbreaks • Educate travellers with signage about exits/safety briefings/medical/safety equipment AO3 Analysis and Research • Transport methods/vehicles being used should have safety checks regularly and be on a maintenance schedule to ensure that nothing will go wrong with them • Fully trained staff available to implement emergency procedures/plans so that passengers are evacuated safely and quickly • The transport provider should be following all relevant laws and procedures needed such as health and safety procedures so that the spread of disease is limited • Travellers who know where to go and what to do will not panic in an emergency and cause more issues/stampedes AO4 Evaluation • The most important thing transport providers could do is to make sure that the equipment or transportation methods used are checked to make sure that they are safe for both external and internal customers. • Ensuring everyone knows what to do in an emergency is vital to keep everyone safe. Credit any other reasonable answer.	6

Question	Answer	Marks
2(d)	Discuss how transport providers support tourists with specific needs. This is an extended writing response and should be marked in conjunction with Table D. Indicative content may include any of the following: AO2 Application • Ramps/evac chairs • Specialist menus • Hearing loops • Disabled facilities/changing rooms • Braille/different language/picture signs • Quiet rooms AO3 Analysis and Research • Provisions are made for passengers with mobility/sensory needs so that everyone has the same access to transport services • Specialist menus/options in the onboard restaurant/catering, kosher/halal/allergens/vegan info provided to keep people safe and satisfied • Providing signs in different formats ensures everyone can understand important messages such as evacuation routes on ships AO4 Evaluation • Transport providers have to be accessible to all people and so they have to make sure they consider lots of different types of facilities to meet different needs. • All the different measures put in place need to be reviewed to take into account any new requirements to ensure that provision is kept universal. Credit any other reasonable answer.	9

Question	Answer	Marks
3(a)	Explain <u>two</u> reasons why governments may choose to limit tourist numbers. Award one mark per reason and second mark for development. • Prevent overcrowding/overtourism (1) ensure no civil unrest/prevents conflict between tourists and the host nation (1) • Preserve the environment (1) reduce strain on natural resources/reduce the amount of waste/rubbish (1) • Better experience provided for tourists (1) makes the destination more appealing as there won't be crowds/more exclusive (1) • Disease/natural disaster/terrorism (1) limit impact of these on tourists and the local population (1) Credit any other reasonable answer.	4
3(b)	Explain <u>three</u> ways that VFR tourism could benefit destinations. Award one mark for each way and a second for explanation. • VFR tourism is not necessarily in the peak season (1) so this means the destination will get income year-round (1) • VFR tourists are more likely to spend in local businesses (1) which brings money into the local economy (1) • VFR tourists might bring friends with them (1) thus increasing tourism revenue/repeat business (1) • VFR tourists will spend time doing things with their families such as using leisure facilities/attractions (1) bringing more money to local business (1) Credit any other reasonable answer.	6
3(c)	Explain <u>two</u> ways social media can affect global tourism flows. Award one mark for the method and up to two further marks for the explanation. • Advertising can be done easily and cheaply using social media (1) it can be done by the destination or the destination can use material posted by people who have visited and made comments or posted photos via their posts (1) which raises awareness and is likely to bring more people to a destination (1) • It allows the destination to target specific types of tourists (1) as it would be easy for them to find out interests and thoughts of potential customers and then to contact them (1) which will increase the number of people who will come (1) • Social media trends are very influential (1) if people see destinations as being popular they will follow the trend and want to go/if people see them as not being on trend they won't go (1) this will impact the tourism flows at particular destinations (1) Credit any other reasonable answer.	6

Question	Answer	Marks
3(d)	Discuss how changes in family structures have impacted the tourism industry. This is an extended writing response and should be marked in conjunction with Table C. Indicative content may include any of the following: AO1 Knowledge and Understanding • More single people • Couples have families at an older age/do not have children • Tourism generating areas with declining birth rates have smaller families • More stepfamilies (e.g. children from both partners) • More elderly people travel on their own AO3 Analysis and Research • Single rooms need to be provided/reduction of single supplements to remain competitive • Adult-only spaces/resorts have to be provided as people are less family focused • Provision for specific age groups is needed rather than trying to cater for everyone • Younger single travellers are more likely to want to be sustainable/responsible • More adventurous holiday types are likely to be taken as children may not be included/more elderly people want to take part in adventure tourism AO4 Evaluation • The tourism industry has had to adapt to the change in family structures and offer a greater range of holiday types/facilities/activities/products/services to take into account the different family groups. They have to do this to remain competitive and to meet customer needs and changing demand. • The family focus has gone from the industry due to needing to diversify – there is no longer a one-size fits all response, customers expect their specific needs to be met and more bespoke holidays are much more desirable. Credit any other reasonable answer.	9