

# Cambridge International AS and A Level

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**TRAVEL AND TOURISM****9395/12**

Paper 1 Themes and Concepts

**May/June 2024**

MARK SCHEME

Maximum Mark: 100

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**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.

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This document consists of **16** printed pages.

**PUBLISHED****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.

**PUBLISHED****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.

**PUBLISHED****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**

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

**PUBLISHED****Table B**

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

**Table C**

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



**Table D**

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

**PUBLISHED**

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> reasons why people may visit Barcelona.</b></p> <p>Award <b>one</b> mark for identification of a correct reason and a <b>second</b> mark for explanation.</p> <ul style="list-style-type: none"> <li>• Architecture (1) striking features are interesting to see. (1)</li> <li>• On a cruise (1) to see all the sights through a tour. (1)</li> <li>• Go to the beach (1) for relaxation, sunbathing, swimming etc. (1)</li> <li>• Shopping and other cultural activities (1) seeing the sights and buying souvenirs found in the city. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>4</b>
1(b)	<p><b>Explain <u>three</u> economic benefits that tourism brings to Barcelona.</b></p> <p>Award <b>one</b> mark for the benefit identified and a <b>second</b> for the explanation.</p> <ul style="list-style-type: none"> <li>• Allows the development of infrastructure such as roads (1) which will provide easier access for both local people and tourists. (1)</li> <li>• Hotel development (1) will provide both jobs for local people and bring more money into areas. (1)</li> <li>• Jobs (1) brings in more money for local people and will encourage other investment in the area. (1)</li> <li>• Cruise ship terminal encourages international visitors (1) who bring in foreign currency. (1)</li> <li>• Beach construction has provided jobs (1) for many locals both with the construction and with the activities now available on it. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>6</b>

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Question	Answer	Marks
1(c)	<p><b>Discuss how major events, such as the Olympics, can lead to an increase in tourism in the future.</b></p> <p>Use <b>Table A</b> to mark candidate responses to this question.            AO1 – out of 2 marks            AO3 – out of 2 marks            AO4 – out of 2 marks</p> <p>Indicative content:</p> <p><b>AO1 Knowledge</b></p> <ul style="list-style-type: none"> <li>• Economic benefits such as investment in things such as a cruise terminal, hotels, sporting facilities which will provide jobs and bring in foreign investment.</li> <li>• Leisure activities provided through the developments for the Olympics.</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Legacy of the games so people will come to visit and the sites and infrastructure may be re-used.</li> <li>• Encouraging tourism will also help to maintain aspects of the environment so it will be maintained for future generations.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• People will come to visit which will benefit the city economically and others will visit because of publicity etc. seen via social media channels.</li> <li>• The city will be able to use the facilities to market the city for other sports which will increase sports tourism.</li> <li>• Therefore the likelihood will be an increase in tourism.</li> </ul> <p>Accept any other reasonable response.</p>	<b>6</b>

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Question	Answer	Marks
1(d)	<p><b>Discuss how local people can support the growth of sustainable tourism.</b></p> <p>Use <b>Table C</b> to mark candidate responses to this question.            AO1 – out of 3 marks            AO3 – out of 3 marks            AO4 – out of 3 marks</p> <p>Indicative content:</p> <p><b>AO1 Knowledge</b>            Sustainable tourism practices include the following:</p> <ul style="list-style-type: none"> <li>• conservation of water and energy</li> <li>• community conservation projects</li> <li>• recycling and treating waste products</li> <li>• staff are from the local community</li> <li>• training and local codes of conduct</li> <li>• locally sourced products for restaurants and gift shops</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Sustainable local tourism businesses will look after local communities and make positive contributions to conservation of cultural and natural heritage.</li> <li>• Local people will take responsibility for maintaining their traditions/culture and passing on knowledge and information to both their own communities and to tourists.</li> <li>• Training and use of codes of conduct will maintain the links between the tourism organisations and the tourists and keep developments sustainable.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Some judgment about the most appropriate methods used should be seen for higher marks.</li> </ul> <p>Accept any other reasonable response.</p>	<b>9</b>

Question	Answer	Marks
2(a)	<p><b>Describe <u>two</u> market research techniques used to gain feedback about levels of service in a hotel.</b></p> <p>Award <b>one</b> mark for the technique and the <b>second</b> for the description.</p> <ul style="list-style-type: none"> <li>• Surveys (1) can be posted/emailed to guests for feedback on their experience, responses can then be detailed. (1)</li> <li>• Observation (1) of staff/guest interaction can be easily done by management this can help determine the level of customer service and whether performance targets are being met. (1)</li> <li>• Focus groups (1) can be set up to examine new strategies or systems in operation. (1)</li> <li>• Mystery shoppers (1) can give unbiased opinions of levels of service. (1)</li> <li>• Online reviews (1) may be accessed easily by hotels and tourists. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>4</b>
2(b)	<p><b>Explain <u>three</u> ways that a hotel can assist visitors with language and cultural differences.</b></p> <p>Award <b>one</b> mark for identification of a correct way and a <b>second</b> for the explanation.</p> <ul style="list-style-type: none"> <li>• Leaflets can be provided for guests in the language needed (1) so that they can find their way around. (1)</li> <li>• Reception staff may be trained in a variety of languages that are common to the hotel (1) which makes customers feel valued/ensures customers can communicate easily with the hotel. (1)</li> <li>• Signs/pictures/images (1) could be posted around the hotel so that guests will understand where they are and what the facilities are in that area. (1)</li> <li>• Use of social media (1) with provision of guided tours online so that guests can see what is available etc. prior to their visit. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>6</b>
2(c)	<p><b>Explain <u>two</u> ways hotels can meet the health and safety needs of internal customers.</b></p> <p>Award <b>one</b> mark for identification of a way that needs may be met and <b>up to two</b> further marks for the explanation.</p> <ul style="list-style-type: none"> <li>• Training (1) makes staff confident in their roles (1) and therefore they will offer better levels of service to their customers and careful about implementing safe strategies. (1)</li> <li>• Health and safety procedures (1) shows their employers are mindful about the staff and their comfort (1) this also helps staff to perform their tasks confidently. (1)</li> <li>• Allow staff to have a recreational area (1) this allows them to have a rest/or to relax away from their workstation (1) ensuring they are able to perform their tasks efficiently. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>6</b>

Question	Answer	Marks
2(d)	<p><b>Discuss the impacts of a tourism organisation giving good customer service.</b></p> <p>Use <b>Table C</b> to mark candidate responses to this question.            AO1 – out of 3 marks            AO3 – out of 3 marks            AO4 – out of 3 marks</p> <p>Indicative content:</p> <p><b>AO1 Knowledge</b></p> <ul style="list-style-type: none"> <li>• Customers are happy and will leave good reviews on surveys or on social media.</li> <li>• Praise will mean that the staff are happy.</li> <li>• Staff will stay and turnover will reduce.</li> <li>• Greater levels of satisfaction in customers means that visitor numbers will be high.</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Social media posts are found which can be accessed by others, read and if positive may increase business as more customers will return.</li> <li>• Happy staff providing good customer service means returning customers as people feel happy and that they are getting value for money.</li> <li>• Large numbers of customers brought in by good customer service will allow staff to be well paid and so be happy providing good levels of service for the guests who will give good reports.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• It would be expected to have some sort of overall comments found about the positive nature to organisations of good customer service with some form of justification such as higher profits highlighted and the value of this to the employees.</li> <li>• Higher profits which may mean wage increases or bonuses, increased investment in the business.</li> <li>• Good publicity from satisfied customers.</li> <li>• Low staff turnover because staff are happy in their work environment.</li> </ul> <p>Accept any other reasonable response.</p>	<b>9</b>

Question	Answer	Marks
3(a)	<p><b>Using an example, define the following terms:</b></p> <p>Award <b>one</b> mark for a correct definition and <b>one</b> mark for a correct example.</p> <p><b>mass tourism</b></p> <ul style="list-style-type: none"> <li>• is tourism which involves a large number of tourists visiting a specific destination for a particular reason (1) for example skiing/beach (1)</li> </ul> <p><b>ecotourism</b></p> <ul style="list-style-type: none"> <li>• is a form of specialised tourism directed towards exotic, often threatened, natural environments intended to support conservation efforts/observe wildlife (1) for example Costa Rica, Thenmala India, staying in eco-lodges (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>4</b>
3(b)	<p><b>Explain <u>three</u> negative economic changes that mass tourism may cause in a destination such as Phuket.</b></p> <p>Award <b>one</b> mark for identifying a negative economic impact and the <b>second</b> for the explanation.</p> <ul style="list-style-type: none"> <li>• Leakage (1) money leaves the local economy to pay for good/services brought in from other countries. (1)</li> <li>• Seasonal impact of tourism (1) means that incomes/employment may not be stable throughout the year meaning other jobs/sources of income may be needed. (1)</li> <li>• Developments need investment (1) so money needed from governments which may be needed for other projects. (1)</li> <li>• Demand for goods from tourists (1) may cause price rises which local people have to deal with and which could cause hardship for some people. (1)</li> <li>• Can cause inequalities in development and incomes within the country (1) as tourism areas may grow and other areas may suffer economically and socially. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>6</b>
3(c)	<p><b>Explain <u>two</u> positive environmental impacts of tourism on destinations.</b></p> <p>Award <b>one</b> mark for the impact identified and <b>up to two</b> further marks for the accompanying explanation.</p> <ul style="list-style-type: none"> <li>• Awareness of the environment (1) by visitors mean they will be less likely to pollute it/cause lasting damage (1) tourists are more likely to post pictures and advertise which would highlight good practice. (1)</li> <li>• Money is brought into destinations (1) this is available for conservation purposes (1) which will highlight the area and bring more business. (1)</li> <li>• Training (1) will be provided for locals who will see potential benefits (1) and will therefore look after and maintain environments in a sustainable manner. (1)</li> </ul> <p>Accept any other reasonable response.</p>	<b>6</b>

Question	Answer	Marks
3(d)	<p><b>Discuss how responsible tourism behaviour can be encouraged</b></p> <p>Use <b>Table C</b> to mark candidate responses to this question.            AO1 – out of 3 marks            AO3 – out of 3 marks            AO4 – out of 3 marks</p> <p>Indicative content:</p> <p><b>AO1 Knowledge</b></p> <ul style="list-style-type: none"> <li>• Responsible tourism is about "making better places for people to live in and better places for people to visit."</li> <li>• Responsible tourism requires that operators, hoteliers, governments, local people and tourists take action to make tourism more sustainable.</li> <li>• It can be encouraged through organisations working with local communities to show them the benefits to their lives now and in the future.</li> <li>• They would be shown that it will generate greater economic benefits for local people and enhances the well-being of host communities, improving working conditions.</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Involving local people in decisions that affect their lives and life changes will help them and organisations and tourists to make positive contributions to the conservation of natural and cultural heritage.</li> <li>• If it provides more enjoyable experiences for tourists through more meaningful connections with local people, and a greater understanding of local cultural, social and environmental issues then businesses will make more money and local areas/communities will benefit.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Responses would be expected to contain some reference/comments about the fact that there are some successful attempts being made to implement responsible tourism methods in order to achieve full marks.</li> <li>• Examples may be expected to support comments made, such as tour operators will include guides within their brochures or on their websites showing ways that tourists can be responsible e.g. Using local guides/ public transport within destination rather than hire cars/use of trains for transfers or maybe for travel to destinations.</li> </ul>	<b>9</b>