

# Cambridge International AS & A Level

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**TRAVEL & TOURISM****9395/13**

Paper 1 Themes and Concepts

**October/November 2025****MARK SCHEME**

Maximum Mark: 75

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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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **19** 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**, which follow, 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>	<p><b>2 marks</b> The response contains several explained valid points.</p>	<p><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.</p>	<p><b>2 marks</b> The response contains a reasoned conclusion or recommendation.</p>
<b>1</b>	<p><b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.</p>	<p><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.</p>	<p><b>1 mark</b> The response contains a conclusion or recommendation, but no reasoning is given.</p>
<b>0</b>	<p><b>0 marks</b> No creditable response.</p>	<p><b>0 marks</b> No creditable response.</p>	<p><b>0 marks</b> No creditable response.</p>

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

**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>	<p><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.</p>	<p><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.</p>	<p><b>3 marks</b> The response contains a well-supported and reasoned conclusion or recommendation.</p>
<b>2</b>	<p><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.</p>	<p><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.</p>	<p><b>2 marks</b> The response contains a conclusion or recommendation with some reasoning given.</p>
<b>1</b>	<p><b>1 mark</b> At least one point has an explanation of why it is relevant/suitable to the context of the question.</p>	<p><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.</p>	<p><b>1 mark</b> The response contains a conclusion or recommendation, but no supporting evidence or reasoning is given.</p>
<b>0</b>	<p><b>0 marks</b> No creditable response</p>	<p><b>0 marks</b> No creditable response</p>	<p><b>0 marks</b> No creditable response</p>

Question	Answer	Marks
1(a)(i)	<p><b>Suggest a type of tourism that may be associated with exhibition centres.</b></p> <p>Award <b>one</b> mark for a correct identification. Responses should indicate information along the following:</p> <ul style="list-style-type: none"> <li>• Business tourism</li> <li>• MICE related.</li> </ul> <p>If any other form of tourism is suggested it needs some justification as:</p> <ul style="list-style-type: none"> <li>• Leisure tourists looking for information on a particular interest.</li> <li>• Domestic tourists on a day out.</li> <li>• Specialist tourists looking to gain information, e.g. medical, adventure, sports.</li> </ul> <p>Credit any other relevant identification.</p>	1
1(a)(ii)	<p><b>Suggest <u>three</u> reasons why the venue shown in Fig.1.1 is suitable for exhibitions.</b></p> <p>Award <b>one</b> mark for each correct reason suggested. For example:</p> <ul style="list-style-type: none"> <li>• Space available for large exhibits</li> <li>• Easy access</li> <li>• Available places for any necessary meetings</li> <li>• Facilities available for users and public attending</li> <li>• Large amount of parking for visitors</li> <li>• Multi-purpose space that can be adapted / modified for changing exhibitions.</li> </ul>	3
1(b)	<p><b>Explain <u>three</u> ways hotels can meet the needs of tourists visiting an exhibition.</b></p> <p>Award <b>one</b> mark for identification of a suitable method and the <b>second</b> mark for the explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Transfers (1) from the hotel to the centre so that users may access the venue easily. (1)</li> <li>• Internet (1) so that meetings may take place or additional research may be undertaken. (1)</li> <li>• Sports / health facilities (1) available so that attendees may relax after their visit. (1)</li> <li>• Car parking (1) so that their car is kept in a secure location. (1)</li> <li>• Business facilities (1) as many visitors are likely to be business people who may need to work when visiting the exhibition.</li> <li>• Provision of accommodation for those who need to stay overnight.</li> <li>• Availability of meals / food to be provided during the meeting.</li> </ul> <p>Credit any other correct responses.</p>	6

Question	Answer	Marks
1(c)	<p><b>Explain <u>two</u> ways the exhibition centre shown in Fig.1.1. may be managed sustainably.</b></p> <p>Award <b>three</b> marks for each answer with <b>one</b> mark for the initial explanation and up to <b>two</b> further marks for the detail.</p> <ul style="list-style-type: none"> <li>• Use renewable energy (1); this would reduce operating costs (1) and when the building is not in use the energy generated can be stored up or sold. (1)</li> <li>• Provide easy access via public transport (1); this would reduce the carbon footprints of visitors (1) and pollution levels as other vehicles are not being used. (1)</li> <li>• Recycle used water and waste products (1). This can reduce running costs if items such as wastepaper are sold (1) and can also help with reducing pollution levels. (1)</li> <li>• Allow no single use plastic (1) to reduce waste (1) and to reduce pollution from plastic. (1)</li> </ul> <p>Credit any other relevant points.</p>	<b>6</b>

Question	Answer	Marks
<p>1(d) <b>Discuss the benefits for tourism organisations of providing online information to customers.</b></p> <p>This is an extended answer response and should be marked using <b>Table D</b>.</p> <p>Indicative content may include any of the following points.</p> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Easy to upload information for customers to access.</li> <li>• Material can easily be updated / changed.</li> <li>• Cheap to do and run.</li> <li>• Can be accessed 24/7.</li> <li>• Reaches a large audience.</li> <li>• Most customers will have smart phones / tablets and so can access this information quickly and can respond to queries / bookings etc. quickly.</li> <li>• Everything can be paperless.</li> </ul> <p>AO3 Analysis</p> <ul style="list-style-type: none"> <li>• Customers will have smart phones / tablets / laptops available and so they can have necessary documents sent via email.</li> <li>• QR codes / e-tickets may be sent rather than having paper ones and this will reduce costs.</li> <li>• It is cost-effective for the exhibition centre – they can access their customers at any time.</li> <li>• They will have a larger audience to target as the internet can be accessed around the world.</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Some form of value judgement would be appropriate.</li> <li>• Online use will result in reduced costs for the business.</li> <li>• A larger market will be available, so potentially more customers and more profit.</li> <li>• Much easier for them to deal with queries and provide prompt responses, which will help with their reputation.</li> </ul> <p>Credit any other relevant points.</p>		

Question	Answer	Marks
2(a)	<p><b>Identify <u>four</u> needs that external customers of tourist information centres may have.</b></p> <p>Award <b>one</b> mark for identifying each need of external customers correctly.</p> <ul style="list-style-type: none"> <li>• Products and services which meet their specific needs, e.g. family destinations.</li> <li>• Ancillary products and services such as car parking or guides.</li> <li>• Advice and or guidance, for example about places to stay.</li> <li>• Assistance such as providing access to transport.</li> <li>• Dealing with customer problems and complaints.</li> </ul> <p>Credit any other correct response.</p>	4
2(b)	<p><b>Explain <u>three</u> impacts of good customer service on a tourism organisation.</b></p> <p>Award <b>one</b> mark for the reason given and the <b>second</b> for the accompanying explanation.</p> <ul style="list-style-type: none"> <li>• Repeat business (1); people are happy with the service and will come back. (1)</li> <li>• Happy employees (1) as they will know they are doing a good job and will get rewards / pay rises etc. (1)</li> <li>• More customers mean a higher turnover rate (1) which will mean higher profits. (1)</li> <li>• Enhanced reputation (1) and this will encourage more customers so more business. (1)</li> </ul> <p>Credit any other reasonable responses.</p>	6

Question	Answer	Marks
2(c)	<p><b>Explain how the following impact global tourism.</b></p> <p>Award up to <b>three</b> marks per explanation with <b>one</b> mark for the impact and <b>two</b> for the accompanying explanation.</p> <p><b>Disease epidemics</b></p> <ul style="list-style-type: none"> <li>• Will cause immediate restrictions on travel (1) and this will result in fewer people travelling (1) and being able to access some destinations, which may close access to people who have travelled from areas where the disease originated. (1)</li> <li>• Many countries will restrict access immediately (1). This will be done to prevent the spread of disease through the population (1). They may also prevent people leaving the country and this will affect tourism providers with reduced business. (1)</li> </ul> <p><b>Disasters</b></p> <ul style="list-style-type: none"> <li>• Tourism destinations may be destroyed (1). This will prevent people travelling (1) and will impact upon tourism providers such as airlines, as no one will be able or want to travel until it is safe to do so. (1)</li> <li>• People may be unable to travel (1) as when the volcanic ash affected air travel and grounded flights (1) or ships/planes etc. may be located in affected areas and be inaccessible and unavailable for use. (1)</li> </ul> <p>Credit any other relevant responses.</p>	<b>6</b>

Question	Answer	Marks
2(d)	<p><b>Discuss how horizontal integration has affected the travel and tourism industry.</b></p> <p>This is an extended writing response and should be marked in conjunction with <b>Table C</b>.</p> <p>Indicative content may include the following points.</p> <p><b>AO1 Knowledge</b></p> <ul style="list-style-type: none"> <li>Horizontal integration is when businesses offering a similar level service join together to form a single business.</li> <li>For example, a group of travel agencies may be put together and will operate as a single business.</li> <li>A company can do this through a merger or through working together.</li> <li>Occasionally it can result in a monopoly situation.</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>Occasionally groups of businesses operating within the same component may amalgamate or group together to gain a competitive advantage over other companies at the same level.</li> <li>They are also able to take advantage of economies of scale – for example reducing operating costs / publishing costs / having one marketing department which works for all.</li> <li>They are then able to work together focusing on their strengths and can dominate a market.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>Horizontal integration can be beneficial if costs are reduced and profits increased.</li> <li>They can dominate a market, and costs of their products may increase for customers which may make people reluctant to use them.</li> </ul> <p>Credit any other relevant points made in the response.</p>	9

Question	Answer	Marks
3(a)(i)	<p><b>Define the following terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Outbound tourism</b></li> <li>• <b>Inbound tourism</b></li> </ul> <p>Award <b>one</b> mark per definition. Answers will include the following.</p> <p>Outbound tourism: when tourists travel away from their home country Inbound tourism: when tourists travel to a country that is not their own.</p> <p>Credit any other relevant points.</p>	2
3(a)(ii)	<p><b>Suggest <u>two</u> reasons why self-catering accommodation is popular for tourists.</b></p> <p>Award <b>one</b> mark for the reason and the <b>second</b> for the explanation.</p> <ul style="list-style-type: none"> <li>• Cheaper (1) as you are looking after yourself.</li> <li>• Can take more people because you are looking after yourselves. (1)</li> <li>• Easier with young children – no rush to get out – more like home. (1)</li> <li>• Flexibility – not tied to specified mealtimes. (1)</li> </ul> <p>Credit any other correct response.</p>	2
3(b)	<p><b>Explain <u>three</u> reasons why visitors from the UK may prefer to use their cars to travel to France.</b></p> <p>Award <b>one</b> mark for the identification of the reason and the <b>second</b> for the explanation of the change.</p> <ul style="list-style-type: none"> <li>• They can take more with them (1) because they can take what their car will carry. (1)</li> <li>• They can pick the times of departure (1) as there may be a greater range of times available. (1)</li> <li>• It may be faster (1) than going to an airport and flying to their destination. (1)</li> <li>• Carbon footprints are less (1) as they may be transporting more than one person and their goods. Cars and trains can be electric and are environmentally friendly. (1)</li> <li>• Convenience/no need to hire car at extra expense (1). UK is close to France, so does not involve hours of driving/can take own car easily on ferry or train. (1)</li> </ul> <p>Credit any other relevant responses.</p>	6

Question	Answer	Marks
3(c)	<p><b>Discuss why rail travel is a responsible form of transport.</b></p> <p>This is an extended writing response and should be marked in conjunction with <b>Table B</b>.</p> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Rail transport can cater for large numbers of passengers</li> <li>• Most rail transport, especially for long distances, is electric</li> <li>• Railway stations are centrally located in destinations</li> </ul> <p>AO3 Analysis</p> <ul style="list-style-type: none"> <li>• Use of trains will reduce the dependence upon other forms of transport, so reducing pollution levels.</li> <li>• This will help movement around destinations.</li> <li>• Use of electricity also reduces pollution levels.</li> <li>• Travellers arrive close to their ultimate destinations, and this will reduce the need for onward travel.</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Fewer cars on the road or tourists using other forms of transport will make the destinations pleasanter places and will have less impact upon the lives of locals.</li> <li>• Jobs for locals will be provided on the trains and in the stations.</li> <li>• Tourists may be more likely to stay in destinations closer to the stations and therefore will spend money in those areas.</li> </ul> <p>Credit any other relevant points.</p>	6

Question	Answer	Marks
3(d)	<p><b>Discuss how levels of disposable income affect global tourism flows.</b></p> <p>This is an extended writing answer and should be marked with <b>Table C</b>.</p> <p>Indicative content could include:</p> <p>AO1 Knowledge</p> <ul style="list-style-type: none"> <li>• High levels of income mean more will travel.</li> <li>• More likely to use luxury products / services if money is not a problem so more travel to exotic or far away locations.</li> <li>• More money so more independent travel too.</li> <li>• Less money available will mean that people are less likely to travel outside their own country.</li> <li>• Changes in the cost of living will impact how far people are likely to be able to travel. If incomes fall then people will change travel / holiday plans.</li> </ul> <p>AO3 Analysis</p> <ul style="list-style-type: none"> <li>• If people have more money available, then they can afford to travel to out of the way or luxury destinations.</li> <li>• If their incomes fall, for example owing to cost of living issues, then they will not travel as far and may not even leave their home country.</li> <li>• Travel is one of the first things to be cut back on when incomes fall.</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Some summative comment – for example that the amount of income has a direct relationship with tourism, and that the more money people have the more likely they are to travel further, and this will cause an increase in global travel.</li> <li>• Any problems or reduction in income and then the ability to travel further e.g. to other countries is not likely, and so global travel is cut back.</li> </ul> <p>Credit all other points which are relevant.</p>	9