

Cambridge International AS & A Level

TRAVEL & TOURISM**9395/12**

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 **19** 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	Mark
1(a)	Explain <u>two</u> ways weather and climate may impact sports tourism. Award one mark for the way and a second for explanation of the impact. • With global warming there might be less snow (1) which would mean there would be limited opportunities for skiing (1) • The wrong sort of snow may fall due to it being too cold (1) making conditions too dangerous for skiing so reduces ski tourism (1) • High winds (1) make it unsafe for windsurfing / sailing / water sports (1) • Perfect sunshine / calm days will encourage people to participate in water sports (1) increasing the number of people taking part in sports tourism (1) • Difficult weather conditions might make sports difficult to do (1) so sports tourism organisations will have to diversify (1) Credit any other reasonable answer.	4
1(b)	Explain how <u>each</u> of the following have had an impact on sports tourism. Award up to two marks per explanation – responses must mention an impact on sports tourism (positive or negative). disease epidemics • People might not be allowed to travel (1) so wouldn't be able to attend sporting events (1) • Trying to limit size of crowds to stop spread of disease / social distancing (1) number of tickets will be limited / sports events may be cancelled (1) levels of disposable income • Possibly more / less money available to buy sports tickets and take part in chosen sporting activity (1) so people are more / less likely to participate (1) Note: credit only more or less not both • Lack of money may change sports tourism activity (1) find an alternative way of taking part / watch / participate from active to passive / passive to active (1) social and political unrest • May prevent sports events (1) therefore nothing to be able to see or take part in (1) • If the sports event is held in a country unrest tourists may not feel safe (1) and therefore they won't travel there (1) Credit any other reasonable answer.	6

Question	Answer	Mark
1(c)	Explain <u>two</u> ways a sports stadium may meet the health and safety needs of its external customers. Award one mark for methods suggested and up to two further marks for the accompanying explanation. • Providing stewards at the stadium (1) they watch the crowds to spot any issues (1) and if they spot anything they can go and help / raise awareness quickly and get the person in need specialist help (1) • Provide health and safety training for staff (1) this will prepare them for any emergencies (1) and they will be able to provide assistance – for example medical help in case of an accident (1) • Emergency equipment / first aid available / emergency services on standby (1) so any issues can be dealt with immediately (1) this can save lives (1) • Evacuation plan in place (1) this is often a legal requirement (1) makes sure staff are able to lead / guide people to the correct points of entry or exit (1) • Signage and announcements (1) makes sure people are informed about issues (1) and know what they should and should not do to keep themselves safe (1) Credit any other reasonable answer.	6

Question	Answer	Mark
1(d)	Discuss the impacts of media influence on sports tourism. 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 • Media influence is used to promote sporting events • Broadens reach – for example Olympic coverage was on global TV for three weeks • It is easier for people to now follow sports teams and events all over the world • More awareness of events has encouraged the growth of sports tourism travel specialists • Advantages of using social media for booking tickets etc. AO3 Analysis and Research • It has helped independent travel to grow as well as increasing accessibility to a lot of new places as more people want to go and see the sports / participate in sports they have seen • It is easier for sports tourism organisations to target customers with information or advertising via a broad range of media types e.g. watching sports events on tv / tablet • Instant access via travel booking and accommodation sites allows customers to book easily / quickly to go and see events that are ongoing / coming up (i.e. watching the semis and deciding to go and watch the final in person) AO4 Evaluation • Media influence has facilitated the growth of sports tourism by raising awareness and allowing easier access to travel to events. • Increased flexibility has resulted and now people can follow their interest in sport all over the world and events that were once difficult to reach such as the Olympics or World Championships which can now be reached by masses. Credit any other reasonable answer.	9

Question	Answer	Mark
2(a)(i)	Define the term ‘independent travel’. Award one mark for a correct definition. It is tourism that travellers arrange for themselves. Credit any other reasonable answer.	1
2(a)(ii)	Suggest <u>three</u> reasons for the growth of independent travel. Award one mark per reason. • Family sizes are possibly smaller • Access to internet etc. through smart phones and tablets • Media influence • More paid holiday time • Retiring at an early age • Increased access to information • Greater desire for flexibility in travel plans • Increase in sharing platforms such as Airbnb, couch surfing and ride sharing Credit any other reasonable answer.	3
2(b)	Explain <u>three</u> ways social media can benefit an independent traveller. Award one mark for identification of the way and second mark for the explanation. • Give advice / information by following influencers (1) blogs specific about places that are safe / welcoming / suitable for independent travellers (1) • Book tours via online platforms (1) makes it easy to book / find out about tours that are not widely advertised / gives access to information that might not be available elsewhere (1) • Can view ratings and read others’ opinions / reviews via online review sites (1) helps to choose a suitable hotel / gives confidence in booking an unknown hotel (1) • Allows contact with others (1) so they have some first-hand information about the place they want to go to (1) • Provide links to other sites such as travel insurance (1) making it easier to find suitable products / services (1) Credit any other reasonable answer.	6

Question	Answer	Mark
2(c)	Discuss how the use of biometrics may make travel easier. This is an extended writing response and should be marked in conjunction with Table B. Indicative content may include any of the following: AO1 Knowledge and Understanding • Easier for tourists as they don't need additional documentation • It is very secure and easy to use • It speeds up the process of entry and exit from a country • It gives clear knowledge about who is entering and leaving a country as it cannot be falsified • Use in hotels for room access AO3 Analysis • All details contained are accurate so there can be no misinterpretation about the person's identity which stops delays for the traveller / mistaken identity • Real-time updates and recommendations will give greater control and improve ease of access • It reduces the needs for many staff at border control as machines can do this job quickly • It is better for the tourist as they will spend less time in queues waiting to go through customs AO4 Evaluation • Travellers will have a better experience as they will spend less time in queues waiting to enter or leave a destination. • Easy for border control as they are not having to do multiple checks on tourists coming in, meaning fewer staff are needed which also makes it cheaper for them. Credit any other reasonable answer.	6

Question	Answer	Mark
2(d)	Discuss how independent travel can be a sustainable form of tourism. 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 • Can use the most sustainable manner to travel to destinations, e.g. train rather than plane / electric car / bus • Would be more likely to use public transport around destinations • More likely to travel by themselves to visit places rather than be part of a tour which reduces mass tourism • They may use local guides who will inform them of the most appropriate or best ways to move about localities • Will support local crafts / culture • More likely to spend money directly in destinations AO3 Analysis and Research • Independent travellers have more choice / flexibility in their transport options and so don't have to go with whatever is part of a package tour • They are not tied to a tour operator and taking tours which support companies based in other countries • Most will use forms of public transport for moving around destinations reducing additional traffic in the destination / reduces carbon footprint • They may stay in smaller, locally owned hotels or rent rooms from local people so supporting local economies • Local crafts and culture will benefit / be preserved AO4 Evaluation • Independent travel is one of the more sustainable forms of travel as independent travellers are not tied in to anything and can choose transport / hotels that are local. Therefore, local economies and communities will benefit directly. • Environments will be improved when there is a reduction in mass tourism. Huge resorts and hotels are not required by independent travellers so the ecosystem can be preserved / protected. Credit any other reasonable answer.	9

Question	Answer	Mark
3(a)	Explain <u>two</u> possible negative impacts on tourists of staying in an all-inclusive resort. Award one mark for each negative impact and a second for explanation. • Tourists won't leave the resort (1) so they will miss out on experiencing the culture / landscape / destination (1) • Resorts are often quite a distance from local amenities (1) so they would have to travel to find anything / not able to find local restaurants / souvenir shops within the resort are likely to be much more expensive / limited choice offered (1) • Won't feel like they can buy anything if they do go out (1) because they have already paid for all their food / drinks (1) • Bad reputation with locals meaning tourists might feel they are in danger if they do go out (1) local people do not always benefit from all-inclusive resorts and therefore might resent tourists who stay in them (1) Credit any other reasonable answer.	4
3(b)	Explain <u>three</u> customer feedback methods suitable for use in an all-inclusive resort. Award one mark for identifying a feedback technique and the second mark for the explanation. • Informal feedback (1) through staff members asking guests how their stay is going and if anything could be improved (1) • Looking at online comments and ratings (1) that customers may post during and after their stay which could allow them to address potential problems quickly (1) • Social media comments (1) will allow staff to see what is working well and what is attracting visitors to come to the resort (1) • Comment cards (1) placed in reception or rooms will allow visitors to feedback instantaneously, which would be beneficial to all (1) Credit any other reasonable answer.	6

Question	Answer	Mark
3(c)	Explain <u>two</u> ways all-inclusive resorts could encourage responsible behaviour in their guests. Award one mark for the method and up to two further marks for the explanation. • Resorts may have notices placed around the resort (1) explaining relevant behaviour / suitable clothing etc. (1) so that tourists know how to behave and local people may not be offended (1) • Providing bins / recycling bins (1) provides appropriate methods of dealing with rubbish (1) so that the resort area is not polluted with waste products / reduces waste going to landfill (1) • Resorts may offer talks / provide information about culture / flora / fauna (1) so that guests are educated about the local culture and environment (1) this would ensure tourists know how to behave and what they can do safely in the area / be aware of things that need to be protected (1) • Local guides may be available in the resort (1) they can tell visitors how to reach places using local transport (1) so that there is minimum disruption to local people (1) Credit any other reasonable answer.	6

Question	Answer	Mark
3(d)	Discuss the potential negative economic impacts of a sustainable tourism development. 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 • Can be expensive to develop and maintain / high set-up costs • Sustainable developments tend to be small so don't employ many people • Profit made may be small / income generation more limited • May go out of business quickly due to costs AO3 Analysis • Set-up costs can be high as more planning is required and local materials will have to be used as the development will have to blend in with the area / conform to rules / regulations for environmental protection • If small, not many local people will be employed / not as many jobs so there won't be as much money coming back into the area through wages and multiplier effect • Local people may end up having to pay higher taxes as governments and local authorities may have to offer incentives for these developments • Initial profits may be small so it will take time to generate significant profits (if at all) / make the development profitable • Sustainable developments don't appeal to as many tourists and so income generation is limited due to limited mass appeal AO4 Evaluation • Development of sustainable tourism facilities is undertaken to ensure that the area and local people are looked after in the future, meaning that quick profits are not likely. • Sustainable developments are more expensive and complicated to do, meaning that they are more likely to require use of public funds plus investment by reputable sources to make sure that the developments do not go out of business. Credit any other reasonable answer.	9