CAMBRIDGE
International Education

Cambridge International AS & A Level

TRAVEL & TOURISM **9395/11**

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.

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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.

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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.

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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.

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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

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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.

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Table A

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

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Table B

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

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Table C

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

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Table D

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

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Question	Answer	Marks
1(a)	**Explain why <u>each</u> of the following would appeal to cultural tourists:** Award up to two marks for each explanation. Funchal's cathedral: • Acquiring knowledge about other cultures (1) • Cultural tourists are interested in visiting places of worship to learn about different religions (1) • They may be interested in the architecture / old buildings and seeing the different building styles (1) traditional textile factory: • They will be interested in Madeiran crafts / clothes / products (1) • Learning about traditional methods of working / ways of life (1) • Buying traditional / Madeiran souvenirs (1) • May be interested in the architecture / manufacturing process (1) Credit any other reasonable answer.	**4**
1(b)	**Explain <u>three</u> advantages of a package holiday for single travellers.** Award one mark for the advantage identified and the second for the explanation. • Travel with other people (1) who will share similar interests (1) • Single accommodation will be provided (1) sometimes it is hard for single travellers to find acceptable hotels on their own (1) • Meals can be provided in the package meaning single travellers don't have to go out to find restaurants (1) and eat on their own (1) • Local guides are available; this will give single travellers more confidence to go out (1) and explore the area as they are not on their own and have the safety of a local with them. (1) • Tour reps / organisations will sometimes put on meet and greet events (1) meaning single travellers can meet other people to then spend time with on holiday (1) Responses must be relevant to the single traveller context and not generic. Credit any other reasonable answer.	**6**

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Question	Answer	Marks
1(c)	**Explain <u>one</u> advantage of <u>each</u> of the following responsible tourism practices in a destination:** Award one mark for the identification of the advantage and a second for explanation. using local suppliers • Local products will have a shorter distance to travel (1) which means that any pollution from vehicles will be reduced (1) • Paying local suppliers will keep income in the destination (1) which they can use to improve local living standards / can be reinvested in their business developing new products which may attract other buyers (1) educating tourists • Visitors will know how to behave in the locality which will stop them offending or disturbing local people (1) which then means that the local population may be more sympathetic to more tourism developments and gain more income (1) • Visitors may learn about the local culture (1) this exposure will keep the local customs going for future generations (1) encouraging walking tours • Walking around places causes minimal disruption to locals and to the environment (1) so the area will be protected from damage / locals will not be in conflict with tourists who do not cause damage (1) • Walking is pollution free there are no emissions from vehicles and no noise or disruption from the traffic which could have disturbed local people (1) keeping the pollution levels down will help to maintain the environment for the future. (1) Reference to 'health' for encouraging walking tours is not relevant to responsible tourism practices. Answers must be related to responsible tourism. Credit any other reasonable answer.	**6**

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Question	Answer	Marks
1(d)	**Evaluate how economic changes affect global tourism flows**. This is an extended writing response and should be marked in conjunction with Table C. Indicative content may include any of the following: **Credit for an explanation of both the positive and negative of the same economic change is limited to one mark** AO1 Knowledge and Understanding Explanation of: • levels of disposable income – this is the amount of money people have to spend on luxury items like travel • levels of employment / unemployment – if you are employed you have a regular income • measures of national economic strength / weakness – this is GDP • currency exchange rates – this is what the currency is worth compared to the currency in other countries • government investment – this is money given by the government to develop / improve tourism facilities • infrastructural developments – developing transport facilities and basic services AO3 Analysis and Research • More money more likely to travel / less money less likely to travel • Countries with high unemployment rates generate fewer tourists / countries with high employment generate more • Countries with a high GDP have more businesses able to invest in developing the tourism industry • Favourable currency exchange rates mean tourists' money is worth more in a destination and therefore they are more likely to go / unfavourable means they are less likely to go • More government investment in infrastructure / more grants / funding to set up small local businesses means more appealing / no investment means less appeal • Better / easier access makes it more appealing / increase in carrying capacity means more people can go / development required / not done means less tourists AO4 Evaluation • When tourists have more money and are employed, they are more likely to travel as this is deemed to be a luxury item and so this has the biggest impact on global tourism flows out of all the economic factors. • Government investment is the most significant as infrastructure and basic services are vital to build the tourism industry and attract more tourists. So, if destinations want to increase the flow of tourists, their government must be involved. Credit any other reasonable answer.	**9**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons homestays appeal to tourists**. Homestays refer to tourists staying with local people, **not** staying in their own homes (staycation). Award one mark for each reason and a second for explanation. • By staying with locals in their home tourists will experience traditional / authentic life in the destination (1) which will enrich their holiday (1) • Tourists will feel they are contributing to sustainability (1) as their money is going directly to local people and not international chains (1) • Homestays may be cheaper (1) and therefore offer better value for money (1) • Homestays may be available in areas where there are not large hotel chains (1) and so tourists can experience less developed destinations / helps the environment as tourism can happen without destruction of habitats for infrastructure (1) • Homestays will have fewer people (1) which may make the stay more relaxing for the tourists (1) Credit any other reasonable answer.	**4**
2(b)	**Explain how the following may contribute to sustainable tourism:** Award up to three marks for the explanation. recycling waste: • Reuse of materials such as plastic / glass / composting (1) prevents the over exploitation of natural resources / reduces single use plastics / reduces costs not buying / importing raw materials (1) and stops waste going to landfill / reduces pollution from littering / burning waste etc. (1) reducing energy use: • Use of renewable sources e.g. wind or solar (1) helps to prevent pollution from burning fossil fuels (1) will stop over use of other materials such as oil / preserves natural resources (1) • Using more energy efficient appliances / transport / lighting (1) will reduce the amount of energy required, for example lights that go on and off automatically / electric buses (1) this preserves natural resources / cheaper (1) Credit any other reasonable answer.	**6**

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Question	Answer	Marks
2(c)	**Discuss how the Travel Sustainability Badge helps tourism organisations promote their sustainable products and services.** This is an extended writing response and should be marked in conjunction with Table B. Indicative content may include any of the following: AO2 Application • The Badge can be displayed in physical spaces/websites • The Badge has criteria which have been met • The Badge gives competitive advantage for those who have it • The Badge is globally recognised AO3 Analysis • Easy for tourists to identify that the organisation meets the standard required for the badge • Gives tourists confidence / assurance that they are contributing to a destination's sustainability • Displaying the Badge on a website / being globally recognised allows wider reach • The Badge is a USP giving advantage over those without it / increased credibility AO4 Evaluation • Industry awards like this are really effective in promoting sustainable products and services because they demonstrate that they are of a certain standard / provide excellent sustainable practices. • An award is a better way of promoting as there is an external accreditation process which gives it greater weight than if the organisation says it about itself. Credit any other reasonable answer.	**6**

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Question	Answer	Marks
2(d)	**Discuss how hotels have adapted to the changing attitudes of tourists towards sustainability.** 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 • Local suppliers such as food producers will need to be sourced • Staff and locals will need informing / educating about sustainable tourism practices, such as recycling • Equipment etc. used currently may need replacing, such as lights / air con • Marketing strategies may need changing to emphasise sustainability credentials • Waste disposal will need altering to increase recycling / reuse • Local business, government and communities will need to work together to manage sustainability initiatives AO3 Analysis and Research • Local organisations will need to ensure that all materials used are eco-friendly and locally sourced so that carbon footprints are minimised • Staff may need educating about sustainable tourism so that they can ensure that any dealings with tourists will conform to sustainability – e.g. use of sustainable transport methods, encouraging people to visit locally and to buy local products, giving tourists information about local environments / culture etc. • Equipment must be from sustainable sources where possible and be reusable / energy efficient to reduce consumption • Management of waste products and recycling should be implemented so that local areas are not polluted or spoilt • Sustainable tourism needs to bring all parts of the local area together – businesses / government and local communities – everyone needs to be aware of the benefits and possible problems so that there can be a concerted effort to make it work. AO4 Evaluation • Increasing the awareness within local areas of sustainable tourism and its potential benefits is very important – if this does not occur then it is unlikely that a proper sustainable tourism programme could be implemented. • Careful management of the environment will be a positive impact, bring in more visitors who will then learn about local cultures and this will benefit locals therefore historic crafts / buildings etc. will be conserved for future enjoyment of all. • Tourism organisations have had to adapt to stay competitive and this has also had a positive impact on the local area because being more sustainable is appealing to more and more tourists as they think it is more important / expect organisations to do this. Credit any other reasonable answer.	**9**

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Question	Answer	Marks
3(a)	**Using an example, define the following terms:** Award one mark for the definition and one for an appropriate example. external customer • Customers who use the products or services of a travel and tourism business and are not members of staff (1) e.g. hotel visitor, restaurant customer, traveller on a form of transport (1) internal customer • A person who works within a travel and tourism organisation (1) e.g. bus driver, pilot, hotel receptionist (1) Credit any other reasonable answer.	**4**
3(b)	**Explain <u>three</u> ways a tourism organisation may meet the needs of educational groups.** Award one mark for the identification and the second for the explanation. • Provision of information relevant to the group / class (1) such as historic information / lectures / exhibitions with background info (1) • Providing a specialist tour guide / education officer for the group (1) who is knowledgeable and dedicated to looking after the group as a whole (1) • Accommodation providers may allocate specific rooms (1) so that the group may be kept together (1) • Tourism organisations can provide a pricing structure (1) that may give discounts for groups to encourage the visits (1) • A room may be set aside (1) this may be used for teaching or for meals so that other visitors are not disturbed (1) • Transport may be provided (1) which can be used to move the group around keeping them together (1) • Catering may be provided (1) and the group may have a specific menu which caters specifically for their needs (1) Credit any other reasonable answer.	**6**

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Question	Answer	Marks
3(c)	**Explain how <u>each</u> of the following can be used to assess the quality of customer service in a theme park:** Award up to two marks for each explanation. mystery shoppers • a mystery shopper is employed to act as a travel and tourism customer, and they collect information about customer service in an organisation (1) their activities are objective as the staff are not aware who they are (1) • mystery shoppers get a true picture of customer service (1) and so the business will know exactly what needs to be worked on (1) focus groups • a focus group collects qualitative information, but the group is usually small in number and is highly focused (1) • focus groups will have in depth discussions about their findings (1) so employers in the organisation may get a detailed picture about a targeted aspect of their customer service (1) survey • can be handed out to customers / sent via email / linked via an app (1) collect instant feedback / cheap / easy (1) Credit any other reasonable answer.	**6**

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Question	Answer	Marks
3(d)	**Discuss the impacts on tourism organisations of providing poor customer service.** 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 Providing poor customer service will give rise to all of the following (explanation required): • A dissatisfied and unhappy, inefficient workforce who do not perform well • Increased customer dissatisfaction due to being treated badly • Customer loyalty will suffer as people don't want to come back / repeat customers will not occur and customers will be lost • Decreased sales due to fewer visitors • A poor reputation due to loss of trust / bad word of mouth AO3 Analysis • Poor customer service means that a poor service is provided and that the staff will be unhappy and out of tune with organisational goals leading to high staff turnover • Customers will be treated poorly and will feel they are getting poor value for money / won't return • Customers will tell others that service provided by the organisation is poor and they will go to other organisations • Sales will continue to decrease as their loyal customers will continue to leave the business taking their friends and relatives with them • Low or no profits may result in no pay rises etc. so staff will continue to be / become demotivated / unhappy there • More customers will find out about the business' poor reputation and will not use them / leave so that eventually the business will collapse AO4 Evaluation • Poor customer service has many different impacts, none of which are good, worst of all is reputational damage which will ultimately cause the business to fail. • Loss of customers due to poor customer service will result in a decrease in profits, staff will be made unemployed, and the local economy will suffer as the business will fail / go bust. Credit any other reasonable answer.	**9**

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