CAMBRIDGE
International Education

Cambridge O Level

TRAVEL & TOURISM **7096/12**

Paper 1 Key Terms and Concepts **October/November 2025**

MARK SCHEME

Maximum Mark: 80

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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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.

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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.

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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
VG	Content of response too vague
NAQ	Not answered question
REP	Repetition
SEEN	Page or response seen by examiner
BP	Blank page
K	Knowledge
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 and show an understanding of the possible impacts of those issues on travel and tourism.

AO4 Evaluation
Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

Table A

Use this table to give marks for each candidate response for **Questions 1(e), 2(e)** and **4(e).**

Level	AO1 Knowledge and understanding 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	The response contains **two** or more explained valid points. 2 marks	There is some consideration of the significance of **two** of the points mentioned. **OR** The arguments for or against **two** of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation. 2 marks
1	The response contains **one** explained valid point **OR** 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 **one** point mentioned. **OR** The arguments for or against **one** point mentioned are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Table B

Use this table to give marks for each candidate response for **Question 3(e).**

Level	AO2 Application 2 marks	AO3 Analysis 2 marks	AO4 Evaluation 2 marks
	Description	**Description**	**Description**
2	Includes an explanation of why **two** or more points mentioned are relevant/suitable to the context of the question. 2 marks	There is some consideration of the significance of **two** of the points mentioned. **OR** The arguments for or against **two** of the points mentioned are given. 2 marks	The response contains a reasoned conclusion or recommendation. 2 marks
1	**One** point mentioned 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 **one** point mentioned. **OR** The arguments for or against **one** point mentioned are given. 1 mark	The response contains a conclusion or recommendation, but no reasoning is given. 1 mark
0	No creditable response.	No creditable response.	No creditable response.

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Question	Answer	Marks
1(a)(i)	**Define the term 'sustainable tourism'.** Award one mark for a correct definition. • Visiting places in ways that help conserve / protect the environment and how people live. [1] • Travelling without causing any harm to the destination and protecting it for future generation. [1] • Tourism that focuses on reducing negative impacts created when visiting a destination. [1] Credit all valid responses.	**1**
1(a)(ii)	**Define the term 'business travel'.** Award one mark for a correct definition. • Travel for the purpose of work. [1] • Travel to attend a meeting / take an incentive trip / attend a conference / attend an exhibition. [1] Credit all valid responses.	**1**
1(b)	**Describe <u>one</u> way tourists can buy local when at a destination.** Award one mark for the correct identification of a way and a second mark for descriptive development of the way in context. • Buy tourism products from local suppliers [1], for example buying a guided tour from a local seller / provider. [1] • Buy and eat / drink local food / drink [1], keeping the money in the local economy / local people / businesses benefit from the money. [1] • Stay at local hotels [1], avoiding internationally owned chain hotels. [1] Credit all valid responses.	**2**

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Question	Answer	Marks
1(c)	**Explain <u>two</u> characteristics of ecotourists.** Award one mark for the correct identification of a characteristic and a second mark for explanatory development of the characteristic in context. • Travel to experience natural elements / environment [1]; learn and engage with / protect the natural environment / nature. [1] • Aim to minimise negative impacts on the environment when travelling [1] whilst actively trying to cause positive environmental impacts as well / minimising other negative impacts as well / avoiding mass tourism. [1] • Pursue education / raise educational awareness of the natural features / flora and fauna [1]; support in the preservation / protection / improvement of the local environment. [1] • Actively conserve the natural environment of the destination / take part in conservation when at the destination [1], making positive environmental impacts / contribution. [1] • Ecotourists are prepared to pay more for sustainable products and services [1] to avoid harm to the environment. [1] • Ecotourists visit natural attractions / places [1] ensuring they don't cause any harm to the environments they visit. [1] Credit all valid responses.	**4**
1(d)	**Explain <u>three</u> positive economic impacts of tourism.** Award one mark for the correct identification of a positive impact and a second mark for explanatory development. • Multiplier effect [1]; money from tourism circulates in the economy causing economic benefits for other industries. [1] • Employment [1]; improves the standard of living / generation of wealth for the local people / economy. [1] • Infrastructure development from the money generated from tourist spend [1], local people benefit as well as tourists. [1] • Local economy / GDP improves / creation of wealth in the local area [1]; tourists spending brings money to the area and local businesses. [1] • Creation of tax [1]; used to improve the local infrastructure / community facilities for the host population. [1] • Foreign currency exchange [1]; foreign currency often has more value that the local currency and therefore the country can do more with the money received / get more value from the money received. [1] • Improves the country's balance of payments [1] creating a more stable economy. [1] • Improved infrastructure [1] attracts more tourists and generates more money for the local area. [1] Credit all valid responses.	**6**

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Question	Answer	Marks
1(e)	**Evaluate how Guyana could benefit from internationally branded hotels.** Follow the point-based marking guidance at the top of this mark scheme and use **Table A** to give marks for each candidate. AO1 out of two marks – K × 2 AO3 out of two marks – AN × 2 AO4 out of two marks – EVAL × 2 Responses may include the following and any other valid points should be accepted. AO1 Knowledge and understanding • Guyana can gain recognition as a designation. • Guyana can attract more tourists. • Guyana is more likely to be included in international tour operator packages. • Satisfy tourist demands, increasing satisfaction with the destination. • Guyana may not be able to fund the hotels themselves, therefore the international hotels allow them to expand / grow as a destination. • Creating more hotels will create job opportunities within Guyana. • Guyana can attract different market segments / types of tourists. AO3 Analysis • Bring more tourists spend to the destination, strengthening the economy, however, they will experience leakage. • Allows Guyana to attract tourists from other source markets. They may not be able to do this with their current accommodation stock. • There may be no other way for Guyana to develop and grow – this is their only choice. AO4 Evaluation • Rules / laws should be in place to ensure that international investors and hotels don't exploit the country for their own gain. This will minimise negative impacts and ensure that the Guyanese people and economy benefit.	**6**

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Question	Answer	Marks
2(a)	**Identify <u>two</u> examples of good personal presentation shown by the tour guide in Fig. 2.1.** Award one mark for each correct identification. • Name tag • Smart clothes / uniform / well-dressed • Limited jewellery • Clean • Neat and tidy hair • No visible tattoos Credit these responses only.	**2**
2(b)	**State <u>two</u> examples of product knowledge a tour guide would need to deliver good customer service.** Award one mark for each correct identification. • Geographical knowledge of the area. • Knowledge about the history of the area / attractions. • Knowledge about the products and services provided by the guided tour company. • Knowledge of social norms. • Knowledge of the duration and times of the tour. • Knowledge of prices. • Knowledge of health and safety procedures. • Knowledge of accessibility. Credit all valid responses.	**2**
2(c)	**Explain <u>two</u> impacts to tourism organisations of good customer service.** Award one mark for the correct identification of an impact and a second mark for explanatory development of the impact in context. • More customers [1], more sales / revenue. [1] • Organisation becomes known for good customer service / good reputation [1]; competitive edge. [1] • Good word of mouth advertising / comments on social media [1] attract new customers. [1] • Reduced complaints [1]; increased success and improved brand image. [1] • Improved tourist satisfaction [1], increasing the likelihood of repeat business. [1] Credit all valid responses.	**4**

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Question	Answer	Marks
2(d)	**Describe <u>one</u> way a sightseeing bus could provide for each of the following tourists:** Award one mark for the correct identification of a way and a second mark for descriptive comment or example of the way in context. **tourists with mobility needs** • Lowered step [1] facilitates easier access. [1] • Ramps [1]; unrestricted access. [1] • Space to park wheelchair instead of seats [1]; maintain dignity while experiencing the service. [1] • Provide priority / special seating [1] to keep them safe. [1] • Provide bars / handrails for people to hold onto [1] to stop people falling over. [1] • Wide gap / gangway between seats [1] to allow wheelchairs full access. [1] **families** • Goodie / gift bag / puzzle book for children [1]; entertainment. [1] • Cheaper price for children / family ticket [1]; affordability. [1] **tourists with hearing impairments** • Audio guide [1]; easier to hear commentary. [1] • Hearing loop [1] allowing them to hear the commentary better. [1] • Seat by tour guide / visible tour guide [1]; facilitate lip reading. [1] • Signs / booklets / pamphlets / brochures / reading material [1]; read the information if unable to fully hear. [1] • Signs / visual information on a bus [1]; tourists can understand without the need for spoken word, ensuring tourists safety / enjoyment. [1] Credit all valid responses.	**6**

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Question	Answer	Marks
2(e)	**Evaluate the importance of tourism organisations having a set of procedures for staff to follow when handling complaints.** Follow the point-based marking guidance at the top of this mark scheme and use **Table A** to give marks for each candidate. AO1 out of two marks – K × 2 AO3 out of two marks – AN × 2 AO4 out of two marks – EVAL × 2 Responses may include the following and any other valid points should be accepted. AO1 Knowledge and understanding • Set of rules for staff to follow. • Standardised rules / procedures across all departments and branches. • Consistent customer experience. • Used when training staff. • Efficient handling of complaints. AO3 Analysis • Standardise customer service given, allows for a better customer experience. Happier customers will mean they return and give good word of mouth advertising. • Set of rules that can be used by staff to improve their customer service delivery and by staff managing complaints. Allows for consistent actions and controls how staff manage customer issues. AO4 Evaluation • Larger organisations cannot manage everyone, having a set of rules is critical to setting standards and standardising service delivery.	**6**

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Question	Answer	Marks
3(a)	**State <u>two</u> topographical features that are good for adventure tourism.** Award one mark for each correct identification. • Beaches • Caves • Cliffs • Deserts • Islands • Hills • Lakes • Mountains • Rivers • Sea / ocean • Valleys • Waterfalls Credit these responses only.	**2**
3(b)	**Describe <u>one</u> factor likely to have caused the increase in demand for adventure tourism.** Award one mark for the correct identification of a factor and a second mark for descriptive comment of the factor in context. • Increased levels of disposable income [1]; adventure holidays tend to be more expensive than beach holidays. [1] • Fashion and trends [1]; customers more aware of adventure tourism products because of social media / increased advertising. [1] • More products available / being sold [1], increased choice / options for all types of tourists and / or abilities. [1] • Increased awareness of health [1]; adventure tourism is mostly done outside and is physically active, providing tourists with the opportunity to be active. [1] • Social media influences / promotion [1] informing / showing people the benefits / appeal of adventure tourism. [1] • Advertising [1]; more people are aware of adventure tourism and want to give it a go. [1] • Increased interest in sustainability / sustainable tourism [1]; many forms of adventure tourism are more sustainable than traditional types of tourism. [1] Credit all valid responses.	**2**

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Question	Answer	Marks
3(c)	**Explain <u>two</u> services provided by national tourism organisations.** Award one mark for the correct identification of a service and a second mark for explanatory development of the service in context. • Marketing strategies [1] support / develop destination brand image. [1] • Promote the destination [1] to increase customers for the tourism organisations. [1] • Research [1] used by tourism organisations to develop and grow. [1] • Information services [1]; good for visiting tourists and allows tourism organisations a place to advertise their products / services. [1] • Advice and consultation [1] allow tourism organisations to develop and grow. [1] • Standards and quality [1] award star ratings, informing customers of standards. [1] • Training / raising awareness of sustainable tourism [1], supporting tourism organisations to be more sustainable. [1] Credit all valid responses.	**4**
3(d)	**Explain <u>three</u> positive environmental impacts linked to adventure tourism.** Award one mark for the correct identification of an impact and a second mark for explanatory development of the impact in context. • Investment into the environment [1]; government realises the importance of the environment due to the money it brings to the area from adventure tourism. [1] • Conservation [1]; adventure tourism companies will want to conserve the area as it is part of the product / services they offer. [1] • Regeneration [1]; areas are developed to facilitate adventure tourism which also benefit the local people and other forms of tourism. [1] • Education / increased awareness of the environment [1]; adventure tourists are aware of the importance / fragility of the environment that enables them to carry out their adventure tourism activities and thus are motivated to protect it. [1] • Reduced carbon footprint [1]; adventure tourists use bikes / walking to access destinations rather than cars / motor transport. [1] • Visitor management [1]; restrictions are put in place to protect the natural assets that facilitate adventure tourism to ensure it is sustained for future adventure tourism. [1] • Preserve the environment [1]; part of the appeal of adventure tourism is enjoying the natural environment where the adventure takes place, therefore it is important to preserve it so adventure tourist enjoyment can continue. [1] • Reducing noise pollution [1]; many forms of adventure tourism don't require a motor vehicle which create noise. [1] Credit all valid responses.	**6**

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Question	Answer	Marks
3(e)	**Discuss how attracting more adventure tourism could extend Greece's peak season.** Follow the point-based marking guidance at the top of this mark scheme and use **Table B** to give marks for each candidate. AO2 out of two marks – APP × 2 AO3 out of two marks – AN × 2 AO4 out of two marks – EVAL × 2 Responses may include the following and any other valid points should be accepted: AO2 Application • Some forms of adventure tourism take place outside of the main season. • Appeal to different types of tourists that travel at different times of the year. AO3 Analysis • Weather can be too hot in the peak season for some types of adventure tourism, meaning the activities must take place outside the main season. • Greece can expand their products / offering by providing activities that they may not have previously thought about as it was too hot. • Extending the season reduces seasonal employment and generates more money from tourism. AO4 Evaluation • Greece is able to offer more to tourists which increases their success / brand image / competitive edge. • Improve and strengthen the economy.	**6**

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Question	Answer	Marks
4(a)	**State <u>two</u> airport security checks.** Award one mark for each correct identification. • Bag check • Body scan machine / metal detector machine • Manual body scan / x-ray scan / x-ray check • Passport checks / visa checks Credit all valid responses.	**2**
4(b)	**State <u>two</u> characteristics of budget airlines.** Award one mark for each correct identification. • Basic product • Cheaper tickets / cheap • Entertainment not provided • Fly to / from regional airports • Limited comfort / legroom • Pay for additional services • Scheduled flights • Same class of service throughout the plane • Limited baggage allowance • Land at secondary / regional airports Credit all valid responses.	**2**
4(c)	**Explain <u>two</u> negative environmental impacts associated with air travel.** Award one mark for the correct identification of an impact and a second mark for explanatory development of the impact in context. • Air pollution [1] CO_2 emissions affect wildlife and people / carbon footprint and global warming. [1] • Noise pollution [1] disturbs local population. [1] • Disturbance to wildlife [1] from noise and air pollution in and around the airport. [1] • Destruction / loss of habitats [1] building / expanding the airport. [1] • Congestion [1] on surrounding roads. [1] • Deforestation to build new airports [1] damaging natural habitats and natural resources. [1] Credit all valid responses.	**4**

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Question	Answer	Marks
4(d)	**Evaluate the importance of the following personal skills for airport staff:** Award one mark per analytical benefit and award a second mark and third mark for evaluative comment of the benefit in context. AO3 Analysis **problem solving** • Involved in crisis / safety / crowd management situations when safety is the primary concern, must be able to keep customers safe by problem solving. **clear speech** • Good customer service which is expected as standard by customers. • Delivering important safety instructions, need to be clear and easily understood to get important messages across effectively. AO4 Evaluation **problem solving** • Safety / crowd management is paramount at an airport. Good personal skills will allow them to manage crisis effectively ensuring everyone's safety. **clear speech** • There are large numbers of people at the airport, and they all need to be able to understand the messages given by the staff to ensure that the crowds of people are managed and they are given the best possible customer service. Credit all valid responses.	**6**

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Question	Answer	Marks
4(e)	**Assess the ways an increased concern for the environment might affect how tourists choose to travel in the future.** Follow the point-based marking guidance at the top of this mark scheme and use **Table A** to give marks for each candidate. AO1 out of two marks – K × 2 AO3 out of two marks – AN × 2 AO4 out of two marks – EVAL × 2 Responses may include the following and any other valid points should be accepted. AO1 Knowledge and understanding • People want to travel more responsibly / sustainably. • Choose train / ferry over air travel to reduce carbon footprint. • Travel domestically rather than overseas to make sustainable travel easier. AO3 Analysis • Tourism industry wants people to continue travelling so needs to become more sustainable. • Arguably the desire to travel will outweigh concerns and/or people will choose to carbon offset so they can still choose air travel. AO4 Evaluation • The rate of change to more sustainable air travel will affect the future of the industry whether positively or negatively. • Governments need to lead the change to more sustainable air travel to allow the air travel sector to continue.	**6**

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