Cambridge Assessment International Education

Syllabus

Cambridge International AS & A Level
Travel & Tourism 9395

Use this syllabus for exams in 2024, 2025 and 2026.
Exams are available in the June and November series.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certification of Secondary Education.

Cambridge Pathway

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at **www.cambridgeinternational.org/ISO9001**

Contents

Important: Changes to this syllabus

For information about changes to this syllabus for 2024, 2025 and 2026, go to page 47.

The latest syllabus is version 1, published September 2021.

1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they're learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they're best at, which helps motivate them throughout their studies.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.
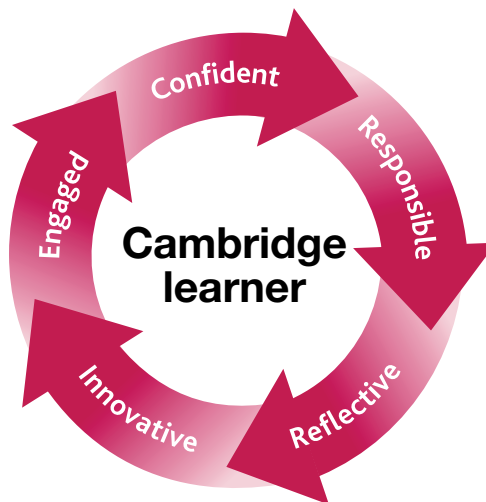
Cambridge International AS & A Level Travel & Tourism enables learners to investigate changes in travel and tourism and to appreciate the importance of sustainability. By working as a team to plan and manage a travel and tourism event, learners adopt a set of transferable, vocationally relevant skills. Learners acquire an enriched understanding of the development, management and marketing of travel and tourism destinations. Developing critical thinking, independent research, communication and time management capabilities equips learners well for progression into higher education or directly into employment.

Our approach in Cambridge International AS & A Level Travel & Tourism encourages learners to be:

confident, in understanding and communicating the dynamic nature and importance of travel and tourism, in discussing its sustainability in the context of a changing wider world and in the practical application of problem-solving and planning skills

responsible, for themselves, responsive to and respectful of others through appreciating the importance of sustainability and of their own responsibility to the environment and to the future of communities

reflective, by considering their own learning strategies in evaluating the customer appeal, impacts and sustainability of travel and tourism destinations, in considering the values and attitudes of others as well as of themselves and in assessing their own success in event planning and management

innovative, through the application of their learning in unfamiliar contexts and through event planning and management in the wider world, including devising problem-solving strategies

engaged, intellectually and socially in investigating travel and tourism issues and in the practical, team management of an event, as well as being ready to make a difference by further developing their own personal interests and opinions, leading to possible future involvement in responsible travel in a customer-focused career or in higher-level study.

School feedback: 'Cambridge students develop a deep understanding of subjects and independent thinking skills.'

Feedback from: Principal, Rockledge High School, USA

Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

The key concepts identified below, carefully introduced and developed, will help to underpin the course you will teach. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level Travel & Tourism are:

- **Global and growing**
  The travel and tourism industry is a global industry. Changes in political and socioeconomic circumstances and technological developments contribute to the continuing growth of the travel and tourism industry and its importance to many national, regional and local economies. The sustainable management of travel and tourism's global growth seeks to protect destination environments, economies and communities.

- **Change and development**
  A key feature of travel and tourism is its dynamic nature. The only constant is change. Exciting new enterprises, products or services are often developed in response to political, economic, social and technological changes.

- **Sustainability and responsibility**
  Sustainably managing today's travel and tourism is vital in protecting tomorrow's environment, economies and the future lives of people. Responsible and ethical behaviour by tourists and by tourism providers and organisations helps conserve destination environments, cultures and economies.

- **Customer focus**
  Travel and tourism organisations provide products, services and facilities to meet customers' needs. In order for travel and tourism providers to be successful, they must adopt a strong customer focus. This means they must really understand who their customers are and how they can best meet their needs, therefore people involved in the travel and tourism industry need excellent communication, problem-solving and planning skills.

- **Marketing and management**
  Marketing products, services and destinations is crucial for the business success of travel and tourism organisations and for the economic sustainability of destinations. Successful marketing is key to meeting customers' changing needs. Managing changing travel and tourism organisations and destinations sustainably is essential to protect tomorrow's environments, economies and people's ways of life in the future.

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Our programmes and qualifications are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

Cambridge International AS Level Travel & Tourism makes up the first half of the Cambridge International A Level course in travel and tourism and provides a foundation for the study of travel and tourism at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in travel and tourism or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level Travel & Tourism provides a foundation for the study of travel and tourism or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

We recommend learners check the Cambridge recognition database and university websites to find the most up-to-date entry requirements for courses they wish to study.

Learn more at **www.cambridgeinternational.org/recognition**

School feedback: 'The depth of knowledge displayed by the best A Level students makes them prime targets for America's Ivy League universities.'

Feedback from: Yale University, USA

Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. To find out which resources are available for each syllabus go to **www.cambridgeinternational.org/support**

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at **www.cambridgeinternational.org/support**

Support for Cambridge International AS & A Level			
Planning and preparation • Next steps guides. • Schemes of work. • Specimen papers. • Syllabuses. • Teacher guides.	**Teaching and assessment** • Endorsed resources. • Online forums. • Support for coursework and speaking tests.	**Learning and revision** • Example candidate responses. • Past papers and mark schemes. • Specimen paper answers.	**Results** • Candidate Results Service. • Principal examiner reports for teachers. • Results Analysis.

Sign up for email notifications about changes to syllabuses, including new and revised products and services at **www.cambridgeinternational.org/syllabusupdates**

Professional development

We support teachers through:

• Introductory Training – face-to-face or online

• Extension Training – face-to-face or online

• Enrichment Professional Development – face-to-face or online

Find out more at **www.cambridgeinternational.org/events**

• Cambridge Professional Development Qualifications

Find out more at **www.cambridgeinternational.org/profdev**

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.
Find out more at: **www.cambridgeinternational.org/eoguide**

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- understanding of the changing nature of travel and tourism and its importance:
    - to destinations
    - to communities
    - to the environment and the economy, globally, nationally and locally
- understanding of the importance of sustainability in travel and tourism development
- appreciation of the importance of the customer in the travel and tourism industry
- communication, problem-solving and planning skills
- understanding of the importance of marketing and destination management in travel and tourism development
- their own values and attitudes in relation to travel and tourism.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Content overview

Candidates for Cambridge International AS Level study topics 1–5.

Candidates for Cambridge International A Level study all topics 1–7.

1   The changing nature of travel and tourism

    1.1 Reasons people travel

    1.2 Types of tourism

    1.3 The changing structure of the travel and tourism industry

2   Travel and tourism destinations

    2.1 Types of destination

    2.2 The changing appeal of destinations to different external customer types

    2.3 Changes in travel choices, including by more sustainable means

3   Trends in travel and tourism

    3.1 Changing global tourism flows

    3.2 The growth of sustainable tourism

    3.3 Sustainable tourism in practice

4   Customer service in travel and tourism

    4.1 How travel and tourism organisations serve customers and meet their needs

    4.2 The importance of quality customer service

    4.3 Ways of assessing customer service quality

5   Planning and managing a travel and tourism event

    5.1 Working in a team

    5.2 Choosing the event

    5.3 Producing a business plan for your travel and tourism event

    5.4 Preparing for the event

    5.5 Running the event

    5.6 Evaluation and recommendations

6   Destination marketing

    6.1 Defining the tourism market – market research and analysis

    6.2 Building a destination brand

    6.3 Communicating the destination brand

    6.4 Challenges in branding destinations

    6.5 Monitoring the effectiveness of the destination brand

7   Destination development and management

    7.1 Organisations involved in destination management, their roles and priorities

    7.2 Developing and managing destinations

    7.3 Impacts of tourism

School feedback: 'Cambridge International AS & A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.'

Feedback from: US Higher Education Advisory Council

Assessment overview

Paper 1

Themes and Concepts	2 hours

75 marks

Candidates answer three questions.
Each question is subdivided into four parts and may be based on stimulus material.

Questions are based on topics 1–4 of the subject content.

Externally assessed

50% of the AS Level

25% of the A Level

Paper 2

Planning and Managing a Travel and Tourism Event	Coursework

50 marks

Candidates work on a project which involves planning and managing a travel and tourism event. Candidates work in a team but present their project **individually**.

This paper assesses Topic 5 of the subject content.

Internally assessed and externally moderated

50% of the AS Level

25% of the A Level

Paper 3

Destination Marketing	1 hour 30 minutes

50 marks

Candidates answer two questions.
Each question is based on stimulus material and subdivided into three parts.

Questions are based on topic 6 of the subject content; knowledge of material from the AS Level subject content is assumed.

Externally assessed

25% of the A Level

Paper 4

Destination Development and Management	1 hour 30 minutes

50 marks

Candidates answer two questions.
Each question is based on stimulus material and subdivided into three parts.

Questions are based on topic 7 of the subject content; knowledge of material from the AS Level subject content is assumed.

Externally assessed

25% of the A Level

Information on availability is in the **Before you start** section.

Check the timetable at **www.cambridgeinternational.org/timetables** for the test date window for Paper 2.

Check the samples database at **www.cambridgeinternational.org/samples** for submission information, forms and deadlines for Paper 2.

There are three routes for Cambridge International AS & A Level Travel & Tourism:

	Route	Paper 1	Paper 2	Paper 3	Paper 4
1	**AS Level only** (Candidates take all AS components in the same exam series)	yes	yes	no	no
2	**A Level** (staged over two years) Year 1 AS Level*	yes	yes	no	no
	Year 2 Complete the A Level			yes	yes
3	**A Level** (Candidates take all components in the same exam series)	yes	yes	yes	yes

* Candidates carry forward their AS Level result subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information on carry forward of results and marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A*–E.

Assessment objectives

The assessment objectives (AOs) are:

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 and research

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.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of each qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1 Knowledge and understanding	27	25
AO2 Application	27	25
AO3 Analysis and research	25	26
AO4 Evaluation	21	24
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	30	24	22	22
AO2 Application	30	24	22	22
AO3 Analysis and research	25	26	28	28
AO4 Evaluation	15	26	28	28
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Cambridge International AS Level candidates study topics 1–5.

Cambridge International A Level candidates study all topics 1–7.

The AS Level content is assumed knowledge for A Level Paper 3 and Paper 4.

Paper 1 Themes and Concepts

Travel and tourism is changing. The destinations that tourists visit and the places those tourists are from are changing. Tourists' choices about how to travel, as well as about where to travel and why, are changing. The travel and tourism industry must continually change so that it can provide for the changing needs of its customers while ensuring sustainability into the future.

The teaching and learning for Paper 1 will focus on how travel and tourism is changing today and how it can be sustainable into tomorrow.

1   The changing nature of travel and tourism

1.1   Reasons people travel

- leisure, including holidays
    - relaxation and fun
    - nature and adventure
    - sport
    - health and wellbeing
    - culture
    - sightseeing
    - special interest, e.g. painting, cooking
- business/MICE
    - meetings
    - incentives
    - conferences
    - exhibitions
- VFR (visiting friends and relatives)
- other reasons, including
    - medical treatment
    - religious, e.g. pilgrimage

1.2 Types of tourism

- domestic, inbound and outbound tourism
- mass, packaged, unpackaged and specialist tourism
- short-haul and long-haul
- independent travel
- sustainable tourism, ecotourism and responsible tourism

1.3 The changing structure of the travel and tourism industry

(a) Components
  - accommodation and catering
  - travel agents and tour operators
  - transport providers
  - visitor attractions
  - ancillary services

(b) Changes
  - integration
    – vertical
    – horizontal
  - the rise of independent travel and dynamic packaging
  - increasing sustainability awareness
  - online travel and tourism booking

2 Travel and tourism destinations

2.1 Types of destination

- resort towns, including beach, seaside and spa resorts
- city destinations
- countryside areas, including national/nature parks and reserves
- coastal and island destinations
- purpose-built resorts, including theme parks and all-inclusive resorts

2.2 The changing appeal of destinations to different external customer types

(a) Elements of destination appeal
- accessibility
- built and natural attractions
- sustainable practices and provisions
- weather and climate
- historical and cultural attractions
- events
- leisure activities
- MICE facilities
- accommodation and catering

(b) Different external customer types
- families and individuals, including people from different age groups
- groups, including educational groups
- visitors with language and cultural differences
- people with specific needs, including mobility and access, sensory, dietary

2.3 Changes in travel choices, including by more sustainable means

(a) To destinations
- by air
- on water, including by
  - cruise ship/boat
  - ferry
- overland and by means of bridge/tunnel, including rail and road transport

(b) Around destinations
- by road, including
  - cycling
  - shared transport
  - buses and coaches
  - taxi and private hire vehicles
  - personal transport hire schemes, including cycles and e-scooters
- by mass and rapid transit rail systems
- by water-based transport

3   Trends in travel and tourism

3.1   Changing global tourism flows

(a) Changing global tourism generating and receiving areas

- places
- numbers of tourists

(b) Factors affecting global tourism flows

- economic changes
  - levels of disposable income
  - levels of employment/unemployment
  - measures of national economic strength/weakness
  - currency exchange rates
  - government investment
  - infrastructural developments
- social and demographic changes
  - age profiles
  - family structures
  - attitudes, including tourism impact and sustainability awareness
- health and security issues
  - disease epidemics/pandemics
  - levels of pollution and sustainable management
  - disasters, e.g. earthquake, oil spills
  - levels of social and political unrest, crime and terrorism
  - border controls, including visas and entry requirements
- technological advances
  - developing forms of transport, including sustainable forms of transport
  - ICT (Information and Communications Technology) including
    - online information and real-time reservations
    - mobile technology and ticketless travel
    - social media
    - biometrics, including passport and border control

3.2   The growth of sustainable tourism

(a) Types of sustainability

- sustainability, including environmental, social and economic sustainability
- ecotourism
- responsible tourism

(b) Reasons for the growth of sustainable tourism

- positive and negative impacts of tourism
  - environmental
  - social
  - economic
- changing values and attitudes among
  - customers
  - travel and tourism providers
  - governments and tourism authorities
- availability and promotion of sustainable tourism products and services
- increased accessibility of natural/wild/remote areas
- growth of independent travel and dynamic packaging
- education/training programmes for
  - local people
  - tourists
- media influence, including social media

3.3   Sustainable tourism in practice

(a) Ecotourism products and services

- eco-tours and packages
- eco-friendly accommodation, e.g. eco-resorts, eco-lodges and eco-hotels
- ecotourism activities

(b) Responsible and ethical tourism behaviours and practices, including

- respect for environment and local culture
- following codes of conduct

(c) Sustainably managing tourism facilities by

- reducing over-consumption and waste
- reusing resources
- recycling wastes

3.3 Sustainable tourism in practice (continued)

(d) Impacts and attitudes

   (i) impacts of sustainable tourism developments

- environmental
- social
- economic

   (ii) attitudes to sustainable tourism development among

- local people and authorities
- travel and tourism providers
- tourists

4 Customer service in travel and tourism

4.1 How travel and tourism organisations serve customers and meet their needs

(a) External customers

   (i) types

- families and individuals, including people from different age groups
- groups, including educational groups
- visitors with language and cultural differences
- people with specific needs, including mobility and access, sensory, dietary

   (ii) needs

- products and services that meet customers' particular needs including ancillary products and services
- information and advice
- assistance
- problem and complaint resolution

(b) Internal customers

   (i) types

- staff members, including colleagues, supervisors and managers
- an organisation's suppliers
- staff of partner organisations, e.g. retail outlet staff at an airport as internal customers of the airport

   (ii) needs

- safe working environment
- training appropriate to job role
- knowledge of procedures, routines and performance standards for carrying out duties
- motivation, including
  - job satisfaction
  - incentives and rewards
  - respect from colleagues, supervisor and manager

4.2   The importance of quality customer service

(a) **For travel and tourism organisations**
- more efficient workforce
- increased customer satisfaction
- customer loyalty
- repeat business
- increased turnover
- enhanced reputation

(b) **To customers**

(i)   To external customers
- positive experience
- sense of satisfaction
- feeling of gaining value for money

(ii) To internal customers
- increased job satisfaction
- increased personal and professional development
- sense of being part of an effective team

4.3   Ways of assessing customer service quality

- setting standards including benchmarking
- performance management and appraisal
- customer feedback, including face-to-face interactions, online and social media comments and ratings
- market research techniques, including surveys, mystery shoppers, focus groups, observed interactions

Paper 2 Planning and Managing a Travel and Tourism Event

The coursework component allows for practical, vocationally relevant skills to be developed and demonstrated by candidates. It steers the direction of learning to focus on localised examples. By assessing practical and vocationally specific skills, it contributes to candidates' lifelong learning to the full benefit of university study and working in the industry, such as developing critical thinking, independent research, communication, leadership and time management skills.

The coursework enables candidates to understand the context of their learning within the wider world, i.e. takes their learning beyond the classroom and allows them to be practically engaged using skills and applying knowledge for a specific purpose. Evaluating and assessing the success or failure of the final event provides opportunities for self-reflection and gives a clear understanding of working within the constraints of teams, time frames and costings.

5   Planning and managing a travel and tourism event

5.1   Working in a team

(a) Overview of team working including
- teamwork and the purpose of a team
- team structures and roles, e.g. chairperson, marketing officer, finance officer, health & safety, catering, minute taker / administrator
- qualities of effective teams
- leadership roles, e.g. Belbin

(b) Organising meetings including
- how to form a meeting
- ways to call a meeting
- agendas and minute taking
- safety with using social media platforms

5.2   Choosing the event

- feasibility studies and the areas to consider
- investigative methods, e.g. questionnaires, focus groups
- Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
- risk assessment
- financial and accounting methods, estimated cost
- centre approval / legal systems required, e.g. student/teacher rota, hiring of equipment/buses
- data protection

5.3   Producing a business plan for your travel and tourism event

- business plan including contingency planning
- timescales and planning
- Specific, Measurable, Achievable, Realistic and Timely (SMART) goals
- methods of monitoring and evaluating the event

5.4   Preparing for the event

- communication methods
- preparation of financial accounts, collecting payments
- safety
- data protection, online security
- forms of marketing
- itinerary design

5.5   Running the event

- time keeping
- customer care and feedback
- problem solving
- evidence of the event taking place, e.g. witness statements, annotated photographs, screen shots, social media advertisements/discussions and evidence of group chats and blogs

5.6   Evaluation and recommendations

- techniques to evaluate the events
    - customer feedback, e.g. questionnaire, survey, witness statements
- evaluation of team
- personal reflection and evaluation
- ways of improving planning, preparing and running the event

Paper 3 Destination Marketing

The tourism industry has become highly competitive with new destinations having emerged. Natural disasters, terrorism and global pandemics have significantly impacted on the popularity of travel to different destinations in recent times. Tourists are better informed and more careful of the choices they make in selecting a destination. Destination marketing therefore plays an increasingly important role in helping destinations stand out from their competitors to try to attract a wider customer base and to survive in the destination marketplace.

The teaching and learning for Paper 3 will focus on how destinations are branded. The process is a strategic one, involving a range of different stakeholders including governments, tourism providers and local communities. A successful destination brand is one which is unique, which everyone remembers, and which brings in new visitors as well as attracting repeat visitors.

6 Destination marketing

6.1 Defining the tourism market – market research and analysis

(a) **Aims of market research and market analysis**

To identify

- the market
- customer needs and wants
- travel trends and customer behaviours
- customer preferences for destinations
- popularity of destinations
- competition amongst destinations
- stage on the Butler 'Destination Life Cycle' model (exploration, involvement, development, consolidation, stagnation, decline or rejuvenation)

(b) **Market research: advantages and disadvantages of each research method and their reliability**

- primary research
- secondary research
- qualitative research
- quantitative research

(c) **Market analysis tools and techniques**

- statistical analysis of travel trends, customer behaviours and preferences for destinations, and the popularity of destinations
- analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT)
- analysis of external Political, Economic, Social, Technological, Legal and Environmental (PESTLE) influence

(d) **Market segmentation (target customers)**

- by travel motivation
- demographic segmentation
- psychographic segmentation
- geographic segmentation

6.1 Defining the tourism market – market research and analysis (continued)

(e) Visitor profiling

- length of stay
- accommodation preference
- spending power
- choice of products and activities
- media type (targeted advertising methods)
- booking method

(f) Product positioning

- visitor perceptions of destination through image/reputation
- relationship of destination to competitors through differentiation strategies
- the importance of a Unique Selling Point (USP)
- communication and presentation of clear and attractive destination image/reputation

(g) Review the marketing mix

- product (what the destination offers)
- price (approaches and strategies used to charge customers for using the products and services of the destination)
- place (distribution channels in making the destination accessible to customers)
- promotion (using a range of promotional methods to raise awareness of the destination with customers)

6.2 Building a destination brand

(a) Reasons for branding a destination

- change the perception of unfavourable stereotypes of a destination
- create a common vision for the destination and its potential for tourism
- provide a consistent representation of the destination by all stakeholders
- enhance local, regional, national and/or global awareness of a destination
- make it more appealing

(b) Characteristics of an effective destination brand

- memorable
- attractive
- matched to destination attributes
- consistent with destination's popularity ranking
- easily understood by customers
- integrated into promotional activities at a local, national and global level
- sustained over a significant period of time
- reflective of customers' actual experiences
- targeted at both existing customers and at prospective visitors
- accepted by stakeholders
- credible

6.2 Building a destination brand (continued)

(c) Creating a brand identity
- brand name
- slogan/tagline
- logo
- USP
- use of colour
- price in association with image
- distinctive packaging
- corporate identity, e.g. uniforms, furnishings

(d) Planning the launch of the brand
- agree timing for action
- agree costs and resources
- decide upon guardians of the brand and level of involvement of key personnel
- set objectives
- decide the communication methods and events for the brand launch
- design promotional materials for the brand launch
- agree the overall campaign for the brand launch

6.3 Communicating the destination brand

(a) Interdependent stakeholders involved in the destination branding process, the role each plays and how they work together
- National Tourism Organisations (NTOs)
- regional tourism organisations
- local tourism organisations
- commercial travel and tourism organisations (for profit)
- non-commercial travel and tourism organisations (not for profit)
- the local community

(b) (i) Communication methods used to raise awareness of the destination's brand identity
- websites, especially that of the NTO
- publicity materials
- use of social media
- email marketing
- public relations
- advertising
- sales promotion
- word of mouth
- signage

6.3   Communicating the destination brand (continued)

(ii) Considerations for selection of communication methods
- costs
- global reach
- 24-hour marketing
- lead times
- options for personalisation/customisation
- ability to track success/conversion rates

(c) **Different media used to communicate the destination's brand identity**
- owned, e.g. website, blog
- paid for, e.g. pay per click advertisements, social media influencers
- earned, e.g. publicity from media outlets, customer reviews
- shared, e.g. mentions, reposts, likes

6.4   Challenges in branding destinations

- destinations are made up of different products
- tourism is an intangible product
- Destination Management Organisations (DMOs), in charge of a destination's marketing and promotion, have to counteract any negative reputation or image the destination has
- a diverse range of organisations and partners are involved in developing and delivering the brand
- there might be a lack of funding for marketing
- it is difficult to create a unique identity because of the competitive market
- destination image is affected by disasters, political unrest, acts of terrorism and other social, economic and political factors

6.5   Monitoring the effectiveness of the destination brand

(a) **Methods used to monitor the effectiveness of the brand**
- type and number of resources invested
- marketing activities, e.g. number of brochures distributed
- surveys of visitors and providers
- website traffic, e.g. number of hits
- search engine optimisation, e.g. where the website appears in the list of results
- social media response rates, e.g. number of followers
- attendance at trade fairs, take-up for familiarisation trips / incentive tours, numbers of sponsors

6.5   Monitoring the effectiveness of the destination brand (continued)

(b) Key Performance Indicators (KPIs) / measures of success
- destination popularity ranking
- changes in arrival numbers
- changes in visitor spend
- changes in average length of stay
- changes in occupancy rates
- job creation / job losses within the tourism sector
- changes in market share
- increase/decrease in brand awareness

Paper 4 Destination Development and Management

Travel and tourism is one of the largest industries in the world. However, it is susceptible to changing global influences and trends. With many traditional industries in decline, tourism can offer a diverse and sustainable option for growth. Many governments and policy makers develop tourism in order to improve economic, environmental and social benefits. It is up to organisations involved with destination development and management to establish clear roles and priorities to sustain the future of the industry.

The teaching and learning for Paper 4 will focus on how destinations are developed and managed. The objectives of tourism development and management are many, but the overall aim is to minimise negative impacts of tourism and to maximise the positive impacts.

7   Destination development and management

7.1   Organisations involved in destination management, their roles and priorities

(a) Governments, Ministries, National Tourism Organisations (NTOs)
- strategic development to minimise negative impacts and maximise positive impacts of tourism
- research, funding and budgets
- setting priorities/objectives

(b) Local authorities, regional tourism organisations
- land use planning
- planning control
- local infrastructure development and control
- regional and local promotion and marketing of, e.g. specialised markets; specialised tourism products
- visitor management

7.1 Organisations involved in destination management, their roles and priorities (continued)

(c) Non-Governmental Organisations (NGOs)

- research, fund-raise, develop and finance projects
- specialist knowledge and expert staff to oversee projects
- guidance in regional planning for projects
- assistance in training and education of local communities
- promote awareness of political, environmental and sociocultural issues
- promote awareness of demand for specialised tourism products

(d) (i) Commercial organisations

- overseas travel agents, inbound, outbound and specialist tour operators serving the specialised markets
  - select, package, market and sell products, services and tours
- local businesses, e.g. accommodation providers, transport operators, attractions and guiding services
  - develop and provide products and services

(ii) Destination Management Companies (DMCs)

- providers of ground services such as transportation, accommodation, catering, activities and excursions
- conference and event organisers

7.2 Developing and managing destinations

(a) Destination management activities

- sustainable tourism policies and practices
- development of new products and services, including specialised products
- visitor and traffic management
- destination branding and marketing as mass/specialised market
- partnership of commercial and non-commercial organisations, the local community and visitors
- investment in long-term benefits for local community and tourism economy
- community involvement, community projects, education training and employment of locals
- planning control
- widening access to facilities
- regular environmental impact auditing
- communication and liaison with visitors and providers; providing visitor information
- monitoring and evaluation of how the destination is being managed
- encouraging responsible and ethical tourist behaviour
  - promote respect for local traditions and customs and the environment
  - support the local economy and encourage the production and use of local produce

7.2   Developing and managing destinations (continued)

(b) **Objectives of tourism development and management**

To develop sustainable practices through

- economic objectives, e.g.
  – maximisation of the retention of visitor spending at the destination
  – investment of tourism income in public and social projects for local communities
- environmental objectives, e.g.
  – minimisation of the negative impacts of tourism
  – preservation, conservation and regeneration of local environments and natural destinations, their flora and fauna
  – sustainable use of resources
- sociocultural objectives, e.g.
  – protection of local culture
  – community involvement and empowerment
  – widened access for all to facilities and assets
  – provision of employment and staff development opportunities in tourism and related sectors
  – promotion of tourism education for the local population
  – education of tourists to be environmentally and culturally aware
- political objectives, e.g.
  – enhanced image
  – reputation of a country or destination
  – international relations

7.3   Impacts of tourism

(a) **Economic impacts**

(i) Positive economic impacts
- income generation
- increased foreign exchange
- job creation and training
- economic development
- development of the infrastructure
- multiplier effect

(ii) Negative economic impacts
- leakages
- low skills / low pay
- over-dependency
- seasonality of employment
- decline in traditional employment roles
- increased living costs
- increased taxes

7.3 Impacts of tourism (continued)

(b) Environmental impacts

(i) Positive environmental impacts

- improved assets
- conservation
- preservation
- protection
- regeneration
- building regulations
- sustainable practices

(ii) Negative environmental impacts

- pressure on local resources
- traffic congestion
- erosion of natural resources
- land degradation
- pollution, e.g. air, water, litter, noise and visual
- destruction of natural wildlife systems and breeding patterns

(c) Sociocultural impacts

(i) Positive sociocultural impacts

- preservation of customs and crafts
- provision of community facilities and public services
- cultural bonding
- strengthened cultural identity
- cultural understanding
- encouraging travel, mobility and social integration
- empowerment of local community in managing their own environment

(ii) Negative sociocultural impacts

- conflicts with the host community
- changes to traditional family structures
- social problems, e.g. begging, crime
- loss of cultural identity
- the demonstration effect
- commodification and staged authenticity
- damage to artefacts and heritage sites

4 Details of the assessment

AS candidates take Papers 1 and 2. A Level candidates take Papers 1, 2, 3, and 4. All the papers are compulsory.

Paper 1 Themes and Concepts

Written paper, 2 hours, 75 marks

Paper 1 assesses all four AOs.

This paper contains three compulsory questions of 25 marks each.

Each question is divided into four sub-questions. Candidates are required to write short answers containing a couple of sentences or extended answers in continuous prose. Some questions may include a stimulus text which contains information in written, numerical and/or graphic form. Candidates need to answer the questions using relevant and appropriate information from the stimulus to support their answers.

The questions are based on the AS Level syllabus content topics 1–4.

Paper 2 Planning and Managing a Travel and Tourism Event

Coursework, 50 marks, internally assessed and externally moderated by Cambridge International.

Paper 2 assesses all four AOs.

This paper assesses the AS Level syllabus content topic 5.

This paper gives candidates the opportunity to work as part of a team to plan, run and evaluate a real project in the form of a travel and tourism event. Candidates can set the event in a variety of contexts related to travel and tourism such as:

- the staging of a conference, meeting, or exhibition (with or without hospitality)
- the delivery of a guided tour of a visitor attraction or similar group activity
- the running of a trip or other group venture
- an online travel and tourism event
- a virtual travel and tourism event.

Some suggested events for online or virtual travel and tourism events include:

- an online tourism conference, seminar, debate or talk
- an online travel programme with information from different contributors about destinations/sustainability, etc.
- an online launch of a travel and tourism radio programme with features on tourism destinations
- a virtual tour of a visitor attraction, hotel, destination or resort.

Candidates working together

The coursework unit is a group project that must be written on an individual basis. The ideal group size is between 4 and 6 students, which allows each student to gain full access to all the assessment objectives.

Candidate portfolio

The coursework must be written up **individually** by each team member. The portfolio must include the following:

1   Working in a team

(a) Provide an overview of the team including:

- team structure and members of the team with roles and responsibilities within the team
- factors influencing the roles allocated to each team member
- factors affecting the likely success of the team.

(b) Provide evidence of the team in operation including:

- records of meetings, e.g. agenda, minutes highlighted to show individual contribution
- individual logs/diary recording personal contribution covering problems encountered and solutions
- annotated photographs
- witness statements
- online discussions and interactions, e.g. blogs, group chats, use of social media platforms.

2   Choosing the event

- Analysis of a minimum of two detailed feasibility studies
- Each feasibility study must include:
  - concept plan
  - finances and costings
  - potential customers
  - needs and wants of customers
  - evidence of research including a full list of sources
  - SWOT analysis
  - simple risk assessment
  - potential barriers
- Final reasons for choice based on a comparison of the likely success of each event

3 Producing a business plan for your travel and tourism event

The business plan must include:

- an event summary
- aims and objectives of the event
- a project time plan for the event, e.g. Gantt chart, action plan
- SMART goals
- resources:
  - financial
  - physical
  - human
- a simple marketing plan describing how to market and sell the event
- the team's event risk assessment, including aspects of health, safety and security
- contingency planning
- evaluation methods that will be used to assess the success or failure of the event.

4 Preparing for the event

Provide evidence of preparation such as:

- letters/emails/messages
- permission letters/parental permission requests
- marketing materials
- programme or itinerary for the event
- evidence of bookings, e.g. venue, transport, catering, virtual invites
- payment requests, information on payment collections and financial accounts.

5 Running the event

A detailed witness statement from the teacher/supervisor **must** be included.

Other evidence of the event taking place should be included such as:

- annotated photographs, screen shots, social media advertisements/discussions, group chats and blogs
- witness statements from peers, customers or industry representatives.

6 Evaluation and recommendations

This section should evaluate the success of the event including:

- evaluate the achievement of the original aims and objectives
- evaluate the effectiveness of the business plan including use of resources
- evaluate the effectiveness of the team
- evaluate the success of the event using evaluation techniques
- evaluate your personal contribution, e.g. customer service skills, ability to work as part of a team, communication skills, initiative, problem-solving and critical thinking
- make recommendations for improvements and personal development.

Assessment criteria for Paper 2

Guidance on using levels-based mark schemes

Marking of Paper 2 should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment criteria

There are 50 marks in total subdivided across four AOs:

- Working in a team (AO2, 12 marks)
- Choosing the event (AO3, 13 marks)
- The business plan (AO1, 12 marks)
- Running and evaluating the event (AO4, 13 marks).

Mark scheme for Working in a team (AO2, 12 marks)

Required aspects include:

(a) provide an overview of the team:
- team structure
- member roles and responsibilities
- factors influencing the roles allocated to each team member
- factors affecting the likely success of the team

(b) provide evidence of the team in operation:
- records of meetings
- individual log/ diary
- annotated photographs
- teacher/supervisor witness statement
- online discussions and interactions.

Level	Description	Marks
3	**11 or 12 marks** • The record of contribution shows constructive and competent contribution to planning, preparation and running of the group event. • Demonstrates the ability to deal effectively and sympathetically with complex issues, displaying excellent interpersonal skills and clear cooperation with others to meet the team's aims and objectives. • Includes all of the required aspects. **9 or 10 marks** • The record of contribution shows effective contribution to planning, preparation and running of the group event. • Demonstrates the ability to deal well with issues, displaying good interpersonal skills and cooperation with others to meet the team's aims and objectives. • Includes all of the required aspects.	9–12
2	**7 or 8 marks** • The record of contribution shows useful contribution to planning, preparation and running of the group event. • Demonstrates the ability to deal with some issues, displaying some good interpersonal skills and cooperation with others to meet the team's aims and objectives. • Includes most of the required aspects. **5 or 6 marks** • The record of contribution shows some contribution to planning, preparation and running of the group event. • Demonstrates some ability to deal with issues, displaying some appropriate interpersonal skills and some ability to work in a team. • Includes most of the required aspects.	5–8
1	**3 or 4 marks** • The record of contribution shows limited contribution to planning, preparation and running of the group event. • Demonstrates limited ability to deal with issues, displaying limited interpersonal skills and limited ability to work in a team. • Includes some of the required aspects. **1 or 2 marks** • The record of contribution shows minimal contribution to planning, preparation and running of the group event. • Demonstrates minimal ability to deal with issues, displaying limited ability to work in a team which may lead to problems in team performance. • Includes some of the required aspects.	1–4
0	No creditable response.	0

Mark scheme for Choosing the event (AO3, 13 marks)

Required aspects include:

(a) a minimum of two feasibility studies

Each feasibility study must include:

- concept plan
- finances and costings
- potential customers
- needs and wants of customers
- evidence of research including a list of sources
- SWOT analysis
- simple risk assessment
- potential barriers

(b) analysis of results of feasibility studies and reasons for the final choice.

Level	Description	Marks
3	**12 or 13 marks** • Detailed analysis of two feasibility studies is provided. • The research is relevant, detailed and clearly indexed, from a broad range of sources. • Decision about which event to hold has been justified appropriately. **10 or 11 marks** • Analysis of two feasibility studies is provided. • The research is relevant, detailed and clearly indexed, from a range of sources. • Decision about which event to hold has been justified.	10–13
2	**8 or 9 marks** • Two feasibility studies are considered. • There is evidence of relevant research, with some detail, from different sources. • Decision about which event to hold has been made. **6 or 7 marks** • Two feasibility studies are considered. • There is evidence of relevant research from different sources. • Decision about which event to hold has been made.	6–9
1	**4 or 5 marks** • One feasibility study is considered, or two feasibility studies are provided. • There is evidence of some relevant research from a limited range of sources. • No clear decision about which event to hold has been made. **1–3 marks** • Feasibility studies lack detail and are not considered. • There is limited evidence of research. • No clear decision about which event to hold has been made.	1–5
0	No creditable response.	0

Mark scheme for The business plan (AO1, 12 marks)

Required aspects include:

the business plan for the chosen event:

- an event summary
- aims and objectives of the event
- a project time plan for the event
- SMART goals
- resources:
  - financial
  - physical
  - human
- a simple marketing plan
- the team's event risk assessment including aspects of health, safety and security
- contingency planning
- evaluation methods that will be used to assess the success or failure of the event.

Level	Description	Marks
3	**11 or 12 marks** • The business plan is relevant and fully fit for purpose. • Includes full details of all the required aspects. **9 or 10 marks** • The business plan is relevant and mostly fit for purpose. • Includes details of all the required aspects.	**9–12**
2	**7 or 8 marks** • The business plan is mostly relevant and mostly fit for purpose. • Includes details of most of the required aspects. **5 or 6 marks** • The business plan is partly relevant. • Includes details of some of the required aspects.	**5–8**
1	**3 or 4 marks** • The business plan lacks relevance. • There are some omissions and only limited details of the required aspects are given. **1 or 2 marks** • The business plan is mostly irrelevant. • There are many omissions and no details of the required aspects are given.	**1–4**
0	No creditable response.	**0**

Mark scheme for Running and evaluating the event (AO4, 13 marks)

Required aspects include:

(a) evaluation

- evaluate the achievement of the original aims and objectives
- evaluate the effectiveness of the business plan including use of resources
- evaluate the effectiveness of the team
- evaluate the success of the event using evaluation techniques
- evaluate your personal contribution

(b) recommendations

- make recommendations for improving the event management and personal development.

Level	Description	Marks
3	**12 or 13 marks** • The work contains a comprehensive and detailed evaluation of both the candidate's own performance and the team's performance at all stages of the event. • The work makes detailed and realistic recommendations for improvements which are well considered. • Includes all of the required aspects. **10 or 11 marks** • The work contains a comprehensive evaluation of both the candidate's own performance and the team's performance at all stages of the event. • The work makes realistic recommendations for improvements which are considered. • Includes all of the required aspects.	10–13
2	**8 or 9 marks** • The work contains an evaluation of both the candidate's own performance and the team's performance at most stages of the event. • The work makes realistic recommendations for improvements. • Includes most of the required aspects. **6 or 7 marks** • The work contains some evaluation of both the candidate's own performance and the team's performance. • The work makes limited but realistic recommendations for improvements. • Includes some of the required aspects.	6–9
1	**4 or 5 marks** • The work contains some evaluation of the candidate's own performance or the team's performance. • The work makes partial recommendations for improvements but may be unrealistic. • There are many omissions. **1–3 marks** • The work contains limited or no evaluation of the candidate's own performance or the team's performance. • The work may make brief and/or unrealistic recommendations for improvements. • There are many omissions.	1–5
0	No creditable response.	0

Administration of Paper 2

Using the samples database

The samples database explains everything you need to know about administering coursework, speaking tests and examined coursework.

Use the database to find out:

- when and how to submit your marks for moderated coursework and non-coursework tests
- when and how to submit your candidates' work
- which forms to complete and return with your candidates' work.

The samples database at **www.cambridgeinternational.org/samples** will ask you for:

- your country/territory
- the syllabus code (i.e. 9395 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

Witness Statement Form

You should submit a witness statement form completed for each candidate. Download the witness statement form from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form itself to complete it.

Recording and submitting candidates' marks and work

You should follow the instructions for Paper 2 Planning and Managing a Travel and Tourism Event on the samples database at **www.cambridgeinternational.org/samples** about how to submit candidates' work and record candidates' marks.

For specific syllabuses and components, centres need to submit marks and work using our eSubmission portal (see the Samples database for instructions for each coursework component). Further information is available in the *Administrative guide: Preparing and submitting work using eSubmission* at **www.cambridgeinternational.org/eoguide**

For other components, work should be submitted in hard copy as instructed on the samples database. You should record marks on the Individual Candidate Record Card and the Coursework Assessment Summary Form which you should download each year from the samples database at **www.cambridgeinternational.org/samples**. Follow the instructions on the form to complete it. The marks on these forms must be identical to the marks you submit to Cambridge International.

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

You should record the internally moderated marks for all candidates on the Coursework Assessment Summary Form and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should ideally include examples of the marking of each teacher. The samples database at **www.cambridgeinternational.org/samples** explains how the sample will be selected.

The samples database at **www.cambridgeinternational.org/samples** also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Supervising coursework

A general discussion on the progress of coursework is a natural part of the teacher-candidate relationship, as it is for other parts of the course. If plans and first drafts are completed under teacher supervision, you can be sure of the authenticity of the final coursework. Candidates can draft and redraft work, but you should only give brief summative comments on progress during this drafting phase.

Coursework must be a candidate's own, unaided work. Unless there is subject-specific guidance that says otherwise, you can support candidates by reviewing their work before it is handed in for final assessment. You can do this orally or through written feedback. Your advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments. You must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria. You should not correct or edit draft coursework.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Authenticity and academic honesty

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must **not** submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as his or her own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at **www.cambridgeinternational.org/teachingandassessment**

For work submitted using our eSubmission portal, you must make a collective declaration of authenticity for the work of all candidates that you submit.

Paper 3 Destination Marketing

Written paper, 1 hour 30 minutes, 50 marks

Paper 3 assesses all four AOs.

This paper contains two compulsory questions of 25 marks each.

Each question includes a stimulus text which contains information in written, numerical and/or graphic form. Candidates need to answer the question using relevant and appropriate information from the stimulus to support their answers. Each question is divided into three sub-questions.

The questions are based on the A Level syllabus content topic 6. The content of the AS Level is assumed knowledge for the assessment of Paper 3. The AS Level content will not be the direct focus of questions on Paper 3.

Paper 4 Destination Development and Management

Written paper, 1 hour 30 minutes, 50 marks

Paper 4 assesses all four AOs.

This paper contains two compulsory questions of 25 marks each.

Each question includes a stimulus text which contains information in written, numerical and/or graphic form. Candidates need to answer the question using relevant and appropriate information from the stimulus to support their answers. Each question is divided into three sub-questions.

The questions are based on the A Level syllabus content topic 7. The content of the AS Level is assumed knowledge for the assessment of Paper 4. The AS Level content will not be the direct focus of questions on Paper 4.

Command words

Command words and their meanings help candidates know what is expected from them in the exam. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Assess	make an informed judgement
Compare	identify/comment on similarities and/or differences
Define	give precise meaning
Describe	state the points of a topic / give characteristics and main features
Discuss	write about issue(s) or topic(s) in depth in a structured way
Evaluate	judge or calculate the quality, importance, amount, or value of something
Explain	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
Give	produce an answer from a given source or recall/memory
Identify	name/select/recognise
Justify	support a case with evidence/argument
Outline	set out the main points
State	express in clear terms
Suggest	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at **www.cambridgeinternational.org/eoguide**

Before you start

Previous study

We do not expect learners starting this course to have previously studied travel and tourism.

Guided learning hours

We design Cambridge International AS & A Level syllabuses based on learners having about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at **www.cambridgeinternational.org/timetables**

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

• syllabuses with the same title at the same level.

Group awards: Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE at **www.cambridgeinternational.org/aice**

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at **www.cambridgeinternational.org/eoguide**

Retakes and carry forward

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Information on retake entries is at **www.cambridgeinternational.org/entries**. To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series, subject to the rules and time limits described in the *Cambridge Handbook*.

Regulations for carrying forward entries for staged assessment (Cambridge International AS & A Level) and internally assessed marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Marks achieved in Paper 2 Planning and Managing a Travel and Tourism Event, can be carried forward on their own to future series, subject to the requirements set out in the *Cambridge Handbook*. This can be done by making entries for either of the following options:

- AS Level only awarding: the AS Level entry option, where Paper 1 is taken and the marks of Paper 2 have been carried forward.

or

- A Level awarding: the A Level entry option, where Papers 1, 3 and 4 are taken and the marks of Paper 2 have been carried forward.

The marks from the specific entry options listed above cannot be used as a staged route to complete a full A Level. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Candidates cannot resubmit, in whole or in part, coursework from a previous series. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* www.cambridgeinternational.org/eoguide

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.

- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* www.cambridgeinternational.org/eoguide

- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.

- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades A*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International A Level. A* is the highest and E is the lowest grade.

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or e). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

On the statement of results and certificates, Cambridge International AS & A Levels are shown as General Certificates of Education, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

School feedback: 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

Feedback from: Director of Studies, Auckland Grammar School, New Zealand

How students, teachers and higher education can use the grades

Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- to measure learning and achievement
  The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
  The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- to measure learning and achievement
  The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success
  The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career
  - help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
  - guide teaching and learning in the next stages of the Cambridge International A Level course.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge International A Level Travel & Tourism will be published after the first assessment of the A Level in 2024. Find more information at **www.cambridgeinternational.org/alevel**

Changes to this syllabus for 2024, 2025 and 2026

The syllabus has been reviewed and revised for first examination in 2024.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	• The learner attributes have been updated.
	• The key concepts have been revised and updated.
	• The syllabus aims have been updated.
	• The subject content has been updated and refreshed so that it reflects current developments in each of the topic areas.
	• At AS level, the subject content for Paper 1 has been restructured and revised. The topic on sustainable tourism has been further developed. The subject content for Paper 2 has been developed.
	• The command words have been updated.
Changes to assessment (including changes to specimen papers)	• The AO descriptions have been refreshed.
	• The AO weightings have been amended to fixed values instead of a range.
	• Paper 1 and Paper 2 are equally weighted at both AS & A Level.
	• The number of marks for Paper 1 has been reduced to 75 with a duration of 2 hours.
	• The mark schemes for all papers have been revised.
	• The specimen assessment materials have been updated.

In addition to reading the syllabus, you should refer to the updated specimen papers. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes explain how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2024 are suitable for use with this syllabus.

School feedback: 'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China