



Cambridge International A Level

TRAVEL & TOURISM

9395/42

Paper 4 Destination Management

May/June 2023

MARK SCHEME

Maximum Mark: 50

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 May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	Explain <u>two</u> benefits to Comoros of encouraging responsible tourism. Award one mark for each of two identified benefits of encouraging responsible tourism. Plus an additional mark for an explanation. • Responsible tourism promotes respect for the environment [1] this is a vital part of Comoros life and protection of the animals such as the fruit bats [1] • Responsible tourism supports the local economy [1] and will encourage the production of local Comoros produce [1] • Encouraging responsible tourist behaviour encourages considerate tourists to visit [1] they will respect local traditions and customs of Comoros [1] Accept any reasonable answers.	4

Question	Answer	Marks
1(b)	Assess the importance of allowing more people to access tourist facilities for destinations such as Comoros. Candidates are aware of destination management activities in 4.2. They may also use the information provided in Fig. 1.1. Indicative content: • Allows the destination to reach a wider audience. • Builds positive promotion and public relations • Improves marketability • Increasing usability of all customer types • There will be more places for the tourists to visit and they will be able to get to places easier to visit without damaging the environment • The locals will also benefit from the access to facilities as they will not have as far to travel so may improve the relationship between them and the tourists Other relevant responses should also be credited. Mark according to the levels of response criteria below. Level 3 (7–9 marks) can be awarded for analytical comments about the importance of widening access to facilities. Candidates effectively assess a range of ways and clearly attempt to weigh up their significance. There should be sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. Level 2 (4–6 marks) can be awarded for a description of a number of possible reasons why it is important to widen access of facilities. There may be some attempt to assess and some analytical language may be used. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary. Level 1 (1–3 marks) will identify/describe some possible reasons why it is important to widen access of facilities. Information may be in the form of a list, explanations are incomplete and arguments partial (if present). The answer lacks coherent organisation and there is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Level 0 (0 marks) No content worthy of credit.	9

Question	Answer	Marks
1(c)	Discuss the benefits to Comoros of establishing a national park. Candidates are expected to be aware of destination management and positive environmental impacts of tourism 4.2 (b) and 4.3.2, with supporting evidence provided from Fig. 1.1. Indicative content: • Conserving the environment particularly the landscape in such a small island • Protection of endangered species such as the lemurs, turtles, and bats • Prevention of inappropriate building • Support the local Comoros communities • Attempting to minimise negative tourism impacts • Helps Comoros to set environmental objectives and minimising the impacts, whilst preserving the local area • Protecting the community and culture • Promotion of tourism education Other relevant responses should also be credited. Mark according to the levels of response criteria below. Level 3 (9–12 marks) can be awarded for discussing a number of reasons for establishing national parks and attempt to weigh up the significance of each way. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. Level 2 (5–8 marks) can be awarded for a description of a number of reasons for establishing national parks. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary. Level 1 (1–4 marks) will identify/describe the reasons for establishing a national park. Information may be in the form of a list explanations are incomplete and lack coherent organisation and arguments are partial (if present). There is little or no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Level 0 (0 marks) No content worthy of credit.	12

Question	Answer	Marks
2(a)	Explain <u>two</u> priorities of a non-governmental organisation (NGO). Award one mark for each of two identified priorities. Plus an additional mark for an explanation of these benefits. • Offer specialist knowledge and expert staff [1] to oversee projects such as development in sensitive areas [1] • Give guidance in regional planning for projects [1] in rural areas or conservation areas [1] • Provide assistance in training and education [1] in local communities [1] • Promote awareness of political, environmental, sociocultural issues [1] and use persuasive techniques to prevent negative impacts of tourism [1] • NGOs aim to gain funding [1] to use to assist with their mission or values, these might be in the form of grants, sponsorships, etc. [1] Accept any reasonable answers.	4
2(b)	Assess how tourism can help to preserve cultural traditions in rural Latvia. Candidates are expected to be aware of socio-cultural impacts. They should be able to combine their knowledge with information provided from Fig. 2.1. Indicative content: Cultural traditions may be preserved by: • Encouraging tourists to buy local products and crafts from the farms • Extending days and times for tourists to visit local farms • Develop more open days to show crafts, foods, etc. • Expanding the activities offered to tourists to show the customs and traditions • Stronger marketing and promotions • Expanding the guided excursions • Encouraging more tourists to try the lessons in farming crafts • Tourist guides and brochures can help to market the culture and traditions of rural Latvia Other relevant responses should also be credited. Mark according to the levels of response criteria below. Level 3 (7–9 marks) can be awarded for analytical comments about how tourism can help preserve cultural traditions. Candidates effectively assess a range of ways and clearly attempt to weigh up their significance. There should be sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. Level 2 (4–6 marks) can be awarded for a description of a number of possible ways. There may be some attempt to assess and some analytical language may be used. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.	9

Question	Answer	Marks
2(b)	Level 1 (1–3 marks) will identify/describe some possible reasons how tourism can help preserve cultural traditions. Information may be in the form of a list, explanations are incomplete and arguments partial (if present). The answer lacks coherent organisation and there is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Level 0 (0 marks) No content worthy of credit.	
2(c)	Discuss the likely negative economic impacts of tourism development on destinations. Candidates are expected to be aware of economic impacts of tourism in 4.2 (b) This also links to 4.3.1. Indicative content: Negative impacts: • Leakages • Low skills/pay • Over-dependency • Seasonality • Decline in traditional employment • Increased living costs and taxes Other relevant responses should also be credited. Mark according to the levels of response criteria below. Level 3 (9–12 marks) can be awarded for discussing a number of likely negative economic impacts for destinations and attempt to weigh up the significance of each impact. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology. Level 2 (5–8 marks) can be awarded for an explanation/analysis of a number of likely negative economic impacts for destinations. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary. Level 1 (1–4 marks) will identify/describe some likely negative economic impacts for destinations. Information may be in the form of a list explanations are incomplete and lack coherent organisation and arguments are partial (if present). There is little or no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Level 0 (0 marks) No content worthy of credit.	12