



## Cambridge International AS & A Level

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**TRAVEL & TOURISM**

**9395/41**

Paper 4 Destination Management

**October/November 2021**

**MARK SCHEME**

Maximum Mark: 50

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| <p><b>Published</b></p> |
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **9** printed pages.

**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 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)     | <p><b>Explain <u>two</u> ways Uzbekistan might create demand for their specialised tourism products.</b></p> <p>Award one mark for each of two identified ways and a second mark for explanation.</p> <ul style="list-style-type: none"><li>• Uzbekistan can host festivals and other cultural activities [1] this will create interest for new and returning customers [1]</li><li>• by expanding their specialised tourism products to sell items in other countries [1] such as food and drink that is significant to Uzbekistan [1]</li><li>• by promoting specialised tourism products in brochures, tv and other campaigns [1] this expands the reach of possible interest and can create greater demand [1]</li><li>• Uzbekistan may conduct joint marketing efforts [1] these can be with other private as well as public organisations such as hotels, restaurants and tourism bodies [1]</li></ul> <p>Accept any other reasonable answer.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(b)     | <p><b>Assess the economic benefits of encouraging more international tourists to Uzbekistan.</b></p> <p>Candidates are expected to know economic impacts. They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Overseas visitors tend to spend more whilst on holiday</li> <li>Increase in foreign exchange</li> <li>Economic development – may lead to job creation and training</li> <li>Development of infrastructure</li> <li>Multiplier effect</li> <li>May balance with negative impacts such as: <ul style="list-style-type: none"> <li>Leakage,</li> <li>Low skilled/paid jobs, seasonality of jobs</li> <li>Over-dependency</li> <li>Increased taxes, living costs</li> </ul> </li> </ul> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for analytical comments about the economic benefits of overseas tourists to Uzbekistan. Candidates effectively assess a range of benefits 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.</p> <p><b>Level 2 (4–6 marks)</b> can be awarded for an explanation of a number of economic benefits. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> will identify/describe some possible economic benefits. 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.</p> <p><b>Level 0 (0 marks)</b> No rewardable content.</p> | 9     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1(c)     | <p><b>Discuss the importance of protecting local culture in destinations such as Uzbekistan.</b></p> <p>Candidates are expected to be aware of positive sociocultural impacts and protection of local culture 4.2 (a). They should be able to combine their knowledge with information given in Fig. 1.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Preserve for future generations</li> <li>Strengthens/reinforces cultural identity</li> <li>Empowerment of local community</li> <li>Continues the provision of community facilities and possible public services</li> <li>Builds image</li> <li>Creates harmony and understanding in community and by visitors</li> <li>Instils pride and values</li> </ul> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for discussing a number of ways to show the importance of protecting local culture in Uzbekistan 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.</p> <p><b>Level 2 (5–8 marks)</b> can be awarded for an explanation/analysis of a number of ways to show the importance of protecting local culture in Uzbekistan. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> will identify/describe some ways to show the importance of protecting local culture. 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. Answers may be generic in their description.</p> <p><b>Level 0 (0 marks)</b> No rewardable content.</p> | <b>12</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)     | <p><b>Explain <u>two</u> likely benefits of conducting an environmental impact audit for the Algarve.</b></p> <p>Award one mark for each of identified reason and a second mark for explanation.</p> <ul style="list-style-type: none"><li>• helps with planning and management of the land [1] this can prevent negative usage of the area and ensure long-term sustainability [1]</li><li>• can improve relationships with all stakeholders [1] opens discussion opportunities and liaison on joint environmental projects [1]</li><li>• can reduce waste, energy costs [1] by drawing attention to the land use practices and diminishing resources [1]</li><li>• can ensure that legislation is being complied with [1] to prevent illegal use of the land and resources [1]</li></ul> <p>Accept any other reasonable response.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(b)     | <p><b>Discuss the possible political objectives of tourism development for the Algarve.</b></p> <p>Candidates are expected to be aware of a variety of political impacts. They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content:</p> <p>One political objective can be to improve and create a better reputation for the Algarve this might bring in different types of tourists who may spend more money in the area such as those already highlighted through special interest holidays that the regional and local authority are trying to develop. A strengthening of the region's identity can be brought about which may encourage the local community to take pride and boost local morale and encourage more visitors and greater foreign exchange.</p> <p>Tourism development can enhance the image of an area this can be used in marketing or promotional work and can be used to show potential visitors that an area is not too crowded, is safe and there are opportunities for all types of visitors to enjoy.</p> <p>The regional government and local authorities may be attempting to encourage more public/private partnerships, to stimulate the inter-industry linkages therefore providing new jobs.</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for analytical comments of possible political objectives of tourism development for the Algarve. Candidates effectively discuss a range 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.</p> <p><b>Level 2 (4–6 marks)</b> can be awarded for an explanation of a number of possible political objectives of tourism development in the Algarve. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> will identify/describe some possible political objectives of tourism development. 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 discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No rewardable content.</p> | 9     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks     |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 2(c)     | <p><b>Evaluate how negative environmental impacts of mass tourism on the Algarve can be reduced.</b></p> <p>Candidates are expected to be aware of socio cultural impacts in 4.3.2 (b) They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content:<br/> Minimise negative impacts by reducing number of people through carrying capacity assessment<br/> A system of education of tourists to encourage responsible tourist behaviour<br/> Visitor and traffic management – park and ride, signage use of technology for issuing of tickets, charge fees e.g., car parking<br/> Introduce preservation and conservation of areas through zoning, limit access in time and place<br/> Only allow guided groups to visit certain areas of the Algarve</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for evaluating a number of ways to reduce environmental impacts in the Algarve 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.</p> <p><b>Level 2 (5–8 marks)</b> can be awarded for an explanation/analysis of a number of ways to reduce negative environmental impacts in the Algarve. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> will identify/describe some ways to reduce negative environmental impacts. 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 evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Answers may be generic in their description.</p> <p><b>Level 0 (0 marks)</b> No rewardable content.</p> | <b>12</b> |