

# Cambridge International AS & A Level

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**TRAVEL & TOURISM****9395/42**

Paper 4 Destination Management

**October/November 2025****MARK SCHEME**Maximum Mark: 50

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**Published**

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **15** 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 descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

### 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.

**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

| <b>Annotation</b>                                                                 | <b>Meaning</b>                    |
|-----------------------------------------------------------------------------------|-----------------------------------|
|  | Correct point                     |
|  | Incorrect point                   |
| <b>BOD</b>                                                                        | Benefit of doubt given            |
| <b>REP</b>                                                                        | Repetition                        |
| <b>NAQ</b>                                                                        | Not answered question             |
| <b>VG</b>                                                                         | Content of response too vague     |
| <b>SEEN</b>                                                                       | Page or response seen by examiner |
| <b>BP</b>                                                                         | Blank page                        |
| <b>KU</b>                                                                         | Knowledge and understanding       |
| <b>APP</b>                                                                        | Application                       |
| <b>AN</b>                                                                         | Analysis                          |
| <b>EVAL</b>                                                                       | Evaluation                        |

**Assessment objectives****AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

**AO2 Application**

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

**AO3 Analysis**

Analyse travel and tourism issues, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.

**AO4 Evaluation**

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

Tables **A–D** will be used for specific questions. Please refer to the question for which tables should be used when appropriate.

**Table A**

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

**Table B**

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

**Table C**

| <b>Level</b> | <b>AO1<br/>Knowledge and<br/>understanding<br/>4 marks</b>                                               | <b>AO3<br/>Analysis and research<br/>4 marks</b>                                                                                                                                                    | <b>AO4<br/>Evaluation<br/>4 marks</b>                                                                                                                                         |
|--------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | <b>Description</b>                                                                                       | <b>Description</b>                                                                                                                                                                                  | <b>Description</b>                                                                                                                                                            |
| <b>4</b>     | <b>4 marks</b><br>The response contains a range of valid points with a detailed explanation of each.     | <b>4 marks</b><br>The response is well-balanced and considers the significance of each of the valid points mentioned.<br><b>AND/OR</b><br>The arguments for and against each valid point are given. | <b>4 marks</b><br>The response contains a well-supported and reasoned conclusion or recommendation. Some reasoning is given about why some points are more valid than others. |
| <b>3</b>     | <b>3 marks</b><br>The response contains a range of valid points with most having a detailed explanation. | <b>3 marks</b><br>The response is well-balanced and considers the significance of most of the valid points mentioned.<br><b>OR</b><br>The arguments for and against most valid points are given.    | <b>3 marks</b><br>The response contains a well-supported and reasoned conclusion or recommendation.                                                                           |
| <b>2</b>     | <b>2 marks</b><br>The response contains some explained valid points.                                     | <b>2 marks</b><br>The response gives some consideration of the significance of some of the valid points mentioned.<br><b>OR</b><br>The arguments for and against some valid points are given.       | <b>2 marks</b><br>The response contains a conclusion or recommendation with some reasoning given.                                                                             |
| <b>1</b>     | <b>1 mark</b><br>The response is likely to be a list of valid points with little or no explanation.      | <b>1 mark</b><br>The response gives some consideration of the significance of at least one valid point.<br><b>OR</b><br>The arguments for or against at least one of the valid points are given.    | <b>1 mark</b><br>The response contains a conclusion or recommendation, but no supporting evidence or reasoning is given.                                                      |
| <b>0</b>     | <b>0 marks</b><br>No creditable response.                                                                | <b>0 marks</b><br>No creditable response.                                                                                                                                                           | <b>0 marks</b><br>No creditable response.                                                                                                                                     |

**Table D**

| Level | <b>AO2</b><br><b>Application</b><br><b>4 marks</b>                                                                                               | <b>AO3</b><br><b>Analysis and research</b><br><b>4 marks</b>                                                                                                                                        | <b>AO4</b><br><b>Evaluation</b><br><b>4 marks</b>                                                                                                                             |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <b>Description</b>                                                                                                                               | <b>Description</b>                                                                                                                                                                                  | <b>Description</b>                                                                                                                                                            |
| 4     | <b>4 marks</b><br>The response includes detailed explanation of why each point mentioned is relevant/suitable to the context of the question.    | <b>4 marks</b><br>The response is well-balanced and considers the significance of each of the valid points mentioned.<br><b>AND/OR</b><br>The arguments for and against each valid point are given. | <b>4 marks</b><br>The response contains a well-supported and reasoned conclusion or recommendation. Some reasoning is given about why some points are more valid than others. |
| 3     | <b>3 marks</b><br>The response includes an explanation of why most of the points mentioned are relevant/suitable to the context of the question. | <b>3 marks</b><br>The response is well-balanced and considers the significance of most of the valid points mentioned.<br><b>OR</b><br>The arguments for and against most valid points are given.    | <b>3 marks</b><br>The response contains a well-supported and reasoned conclusion or recommendation.                                                                           |
| 2     | <b>2 marks</b><br>The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question. | <b>2 marks</b><br>The response gives some consideration of the significance of some of the valid points mentioned.<br><b>OR</b><br>The arguments for and against some valid points are given.       | <b>2 marks</b><br>The response contains a conclusion or recommendation with some reasoning given.                                                                             |
| 1     | <b>1 mark</b><br>At least one point made has an explanation of why it is relevant/suitable to the context of the question.                       | <b>1 mark</b><br>The response gives some consideration of the significance of at least one valid point.<br><b>OR</b><br>The arguments for or against at least one of the valid points are given.    | <b>1 mark</b><br>The response contains a conclusion or recommendation, but no supporting evidence or reasoning is given.                                                      |
| 0     | <b>0 marks</b><br>No creditable response.                                                                                                        | <b>0 marks</b><br>No creditable response.                                                                                                                                                           | <b>0 marks</b><br>No creditable response.                                                                                                                                     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(a)     | <p><b>Explain <u>two</u> priorities of a non-governmental organisation (NGO).</b></p> <p>For each of two reasons, award 1 mark for identification plus 1 for explanation.</p> <ul style="list-style-type: none"> <li>Promote awareness / marketing of specific causes [1], such as the preservation or conservation of an area. [1]</li> <li>Provide specialist knowledge and expert staff [1] when overseeing tourism projects. [1]</li> <li>Provide education [1]; play a crucial role in supplying resources on destinations for teachers etc. [1]</li> <li>Help with regional planning [1] by supporting development and community involvement. [1]</li> <li>Provide knowledge, research and fundraising [1] to protect for example an important environmental area.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>4</b> |
| 1(b)     | <p><b>Evaluate the effectiveness of the examples of responsible tourism practices in Indonesia</b></p> <p>Use Table B.</p> <p>AO2 – 3 APP<br/>AO3 – 3 AN<br/>AO4 – 3 EVAL</p> <p>AO2 – Application</p> <ul style="list-style-type: none"> <li>Community involvement allows for more partnership work.</li> <li>Joint decisions will ease ideas and make responsible tourism successful.</li> <li>Empowering small enterprises gives them a voice and a chance to be involved in responsible tourism work.</li> </ul> <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> <li>Community involvement is effective by including all opinions whether positive or negative.</li> <li>Joint decision making allows all parties to be involved but may cause conflicts and take time.</li> <li>Empowerment of small businesses gives them a stronger role, and they may influence economic growth.</li> </ul> <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>It is really important to have good community involvement as everyone will feel engaged and this can prevent disagreements by incorporating everyone in Indonesia.</li> <li>Joint decision making should allow for all parties to be involved, however, there may be conflicts and this aspect could be difficult to manage with many different organisations wanting to have a say.</li> <li>It is vital that there is empowerment of small enterprises as they are extremely effective by being integral to the success of responsible tourism by being the link between the community of workers and visitors.</li> </ul> | <b>9</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks     |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1(c)     | <p><b>Discuss how sustainable tourism policies contribute to economic development.</b></p> <p>Use Table C.</p> <p>AO1 – 4 KU<br/>AO3 – 4 AN<br/>AO4 – 4 EVAL</p> <p>AO1 – Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>• Maximising of the retention of visitor spending.</li> <li>• Investment of tourism income in social projects for the community and public projects.</li> <li>• Investment in infrastructure.</li> <li>• Tourism jobs, multiplier effect and its associated benefits including extending the season.</li> <li>• Addressing leakages.</li> <li>• Sustainable wealth that can spread around the area.</li> </ul> <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> <li>• By encouraging the maximisation of the retention of visitor spending to assist with development of the area.</li> <li>• Encouraging investment of tourism income for social projects in the community such as leisure and community facilities.</li> <li>• Developing new tourism opportunities will lead to the multiplier effect for the area increasing wealth and spreading benefits.</li> <li>• Some of the job roles may be low skilled and low paid and this may cause some local people to move out of the area.</li> </ul> <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>• A major significance of sustainable policies is that it will bring benefits all year round and potentially for many years to come.</li> <li>• The main benefit of sustainable policies is that it will assist with the development of the multiplier effect where the recirculation of money helps to develop the country and the local people with new facilities and infrastructure that can be provided for the benefit of all.</li> <li>• The sustainable policies must be implemented and benefit all, and if this does not work then there will be losses in job roles and increased living costs for the local people.</li> <li>• In some instances, leakages may occur if sustainable policies are not implemented correctly. This can damage the reputation and image of the destination.</li> </ul> | <b>12</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)     | <p><b>Explain <u>two</u> roles of a guiding service.</b></p> <p>For each of two reasons, award 1 mark for identification plus 1 for explanation.</p> <ul style="list-style-type: none"> <li>• Allows for groups to be accompanied [1]; giving up to date accurate information about a destination. [1]</li> <li>• Secure viewing around a destination for tourists [1], keeping them away from any problematic areas. [1]</li> <li>• To educate visitors [1] on the destination, covering examples of heritage, culture and customs. [1]</li> <li>• To provide an itinerary that meets the needs of the customers [1] and then greeting and welcoming customers. [1]</li> <li>• Promote a destination [1] by giving accurate up to date information. [1]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>4</b> |
| 2(b)     | <p><b>Assess environmental impacts of walking tours.</b></p> <p>Use Table A.</p> <p>AO1 – 3 KU<br/>AO3 – 3 AN<br/>AO4 – 3 EVAL</p> <p>AO1 – Knowledge and Understanding</p> <p>Positive</p> <ul style="list-style-type: none"> <li>• Walking tours reduce traffic pollution.</li> <li>• Less congestion on the roads.</li> <li>• Improves environmental understanding through education.</li> </ul> <p>Negative</p> <ul style="list-style-type: none"> <li>• Congestion – of walkers on pavements or in confined spaces.</li> <li>• Erosion, trampling and degradation of natural resources.</li> <li>• Increased levels of litter and general waste.</li> <li>• Noise, visual / aesthetic pollution causing panoramic view damage.</li> </ul> <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> <li>• Walking tours can help to reduce some forms of pollution such as air and noise made from many forms of vehicles.</li> <li>• Less traffic congestion makes the city safer, quieter and more pleasant to be in, less likely to have emissions and should improve air quality.</li> <li>• By walking around the city, educating tourists will prevent destruction of natural wildlife and help with conservation ideas and infrastructural benefits, such as adding shaded trees and well-lit walking areas.</li> <li>• Walking tours can cause congestion for visitors and locals as the pavements become overcrowded. Walking is not always practical in cities where there is a large population trying to work and live in the same space as tourists.</li> </ul> | <b>9</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks     |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 2(b)     | <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>Walking tours offer a vital option for less pollution in a busy city. This allows for cleaner air and less noise which benefits both locals and visitors.</li> <li>A major benefit would be less traffic on the roads, making the city quieter and cleaner but also much safer for families and visitors.</li> <li>Walking helps to protect biodiversity and results in fewer emissions that are warming the atmosphere.</li> <li>Helps to protect a city's green spaces by showing its importance to communities, and to plant and wildlife.</li> <li>Local people can become unhappy with the congestion in their city with too many visitors walking slowly causing frustration and negative feelings towards tourists.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |
| 2(c)     | <p><b>Discuss how Bruges can preserve its culture and traditions.</b></p> <p>Use Table D.</p> <p>AO2 – 4 APP<br/>AO3 – 4 AN<br/>AO4 – 4 EVAL</p> <p>AO2 – Application</p> <ul style="list-style-type: none"> <li>By government and NTO's active promotion of the preservation of the customs and traditions.</li> <li>Education of locals and visitors.</li> <li>Helping to empower the local communities.</li> <li>By encouraging regeneration and restoration work.</li> <li>By enhancing programmes of socio-cultural events.</li> <li>Encouraging the development of civic pride.</li> <li>By promoting cultural events.</li> <li>By preventing commodification.</li> <li>Introducing pricing mechanisms and limiting access to historical sites.</li> </ul> <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> <li>Income generation from tourism can be used to pay for the preservation of culture by funding museums.</li> <li>If local communities have a vested interest in their customs and cultures, they will wish to be involved and want to manage their own environment.</li> <li>Educate tourists to be culturally aware thereby understanding the local traditions.</li> <li>Local people to practice customs and cultures to prevent their loss.</li> </ul> | <b>12</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(c)     | <p>AO4 – Evaluation</p> <ul style="list-style-type: none"><li>• By expanding and developing education of the local people will help to empower them as they appreciate their own culture and traditions and can pass this to future generations.</li><li>• A major priority for destinations should be to encourage visitors to appreciate the cultures and traditions thereby preventing their future loss.</li><li>• Most significantly the government should work with other organisations to encourage cultural preservation such as NGOs and commercial organisations.</li><li>• Many destinations promote their culture and traditions as part of their marketing and branding. It is vital therefore that they create greater awareness whilst working with tour operators and other partners. This can be achieved through social media, brochures and other marketing efforts.</li></ul> |       |