

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

**9395 TRAVEL AND TOURISM**

**9395/04**

Paper 4 (Specialised Tourism), maximum raw mark 50

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 must be read in conjunction with the question papers and the report on the examination.

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Question	Expected Answer	Mark	Focus	AO
1 (a)	<p><b>Define the term 'eco-tourism'.</b></p> <p>One mark for – any reference to damaging the environment - recreational activity in natural surroundings. Second mark if candidate adds social responsibility e.g., “eco or responsible travel is travel to natural areas that conserves the environment and improves the well-being of local people.”</p>	2	4.1	AO1–2
(b)	<p><b>Explain two ways in which Michelle and Andres have encouraged local tourism development projects.</b></p> <p>One mark for identification and a further mark for explanation.</p> <p>From:</p> <ul style="list-style-type: none"> <li>• encouraging members to participate in industry (1) by opening hostels and restaurants in the area (1)</li> <li>• providing interest-free loans (1) to a neighbour to help him start a horseback riding business</li> <li>• organised a tourist transportation co-operative (1) with local vehicle owners (1)</li> <li>• encourage locals to become guides (1) and take tourists hiking (1)</li> </ul>	4	4.1	AO2–2 AO3–2
(c)	<p><b>Assess the methods that could be used “to help bring traditional Andean folk music back into the area.”</b></p> <p>Level of response 1, 2, 3 Level 1 (1–3) candidates identify methods Level 2 (4–6) candidates explain/analyse methods Level 3 (7–9) candidates assess methods</p> <p>From:</p> <ul style="list-style-type: none"> <li>• ads</li> <li>• spreading crafts and techniques – i.e., educational value</li> <li>• use of a lending library to allows many to use instruments and allows tourist to appreciate traditions and importance to culture of that area</li> <li>• good for both tourists and community alike</li> <li>• festivals</li> <li>• events</li> <li>• exhibitions</li> <li>• music Holiday themes</li> </ul> <p>or similar</p>	9	4.2	AO2–3 AO3–3 AO4–3

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(d)	<p><b>Discuss how ecologically friendly organisations, such as the Black Sheep Inn, can have a positive environmental impact at both a local and national level. You should refer to examples with which you are familiar.</b></p> <p>Levels of response 1, 2, 3  Level 1 (1–3)  candidates identify positive environmental impacts at either local or national level  Level 2 (4–6)  candidates explain/analyse positive environmental impacts at local and/or national level  Level 3 (7–10)  candidates discuss positive impacts at both local and national level; top level must be judgemental statement</p> <p>From:</p> <ul style="list-style-type: none"> <li>• helps with management of historical sites</li> <li>• biodiversity of endangered species</li> <li>• energy systems</li> <li>• water supplies and waste disposal</li> <li>• educational benefit at a regional and local level that can affect national influence</li> </ul> <p>or similar</p>	10	4.1	AO1–3 AO3–3 AO4–4
2 (a)	<p><b>Zorbing is an example of a land-based adventure tourism “thrill pursuit”. Give <i>three</i> other examples of such ‘thrill pursuits’.</b></p> <p>One mark for one suggestion from:</p> <ul style="list-style-type: none"> <li>• kayaking</li> <li>• white water rafting</li> <li>• snorkelling</li> <li>• scuba diving</li> </ul> <p>or similar</p>	3	4.3	AO2
(b)	<p><b>Zorbing takes place over large areas of countryside. Explain <i>three</i> policies that could be implemented to help prevent negative environmental impacts of zorbing.</b></p> <p>One mark for each identification with a further mark for explanation.</p> <p>From:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• zoning – dedicated areas</li> <li>• land created specifically for pursuit</li> <li>• work on habitat preservation</li> <li>• regeneration and conservation</li> <li>• carrying capacity</li> <li>• pricing mechanisms</li> <li>• principles of sustainability</li> </ul> <p>or similar</p>	3×2	4.2 4.3	AO1–3 AO3–3

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
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<b>(c)</b>	<p><b>Explain <i>three</i> ways in which the rapid growth in adventure tourism may create negative socio-cultural impacts.</b></p> <p>One mark for up to three ways with a further two marks for exemplification per way.</p> <p>loss of privacy (1)  visitor congestion (1)  demonstration effect (1)  creates unhappiness within host country (1)  that leads to a lack of cultural appreciation (1)  or similar</p>	3×2	4.3	AO2–3 AO3–3
<b>(d)</b>	<p><b>With reference to <i>one</i> adventure tourism activity you have studied, discuss its economic impacts on the local community.</b></p> <p>Answers can be positive or negative impacts.  Levels of response 1, 2, 3  Level 1 (1–3)  candidates identify economic impacts of one adventure tourism activity  Level 2 (4–6)  candidates explain the economic impacts of one adventure tourism activity  Level 3 (7–10)  candidates discuss the economic impacts of one adventure tourism activity</p> <p>From:</p> <ul style="list-style-type: none"> <li>• income generation</li> <li>• job creation</li> <li>• economic development for the area and community as a whole</li> <li>• development of infrastructure</li> <li>• over dependency of the adventure tourism</li> <li>• leakage of wealth</li> <li>• brought in labour/expertise</li> </ul> <p>or similar</p>	10	4.1 4.2 4.3	AO2–3 AO3–3 AO4–4