
TRAVEL AND TOURISM

9395/43

Paper 4 Specialised Tourism

May/June 2016

MARK SCHEME

Maximum Mark: 50

Published

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

| | | | |
|---------------|--|-----------------|--------------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | Cambridge International A Level – May/June 2016 | 9395 | 43 |

- 1 (a) Using Fig. 1 (insert) explain two reasons why Lesotho would appeal to adventure tourists. [4]

Remote rugged mountains (1) known as Mountain Kingdom the whole country is lying 1500 m above sea level (1)
 Plenty of activities (1) such as mountain climbing, hill walking (1)
 Off road adventures in 4x4 vehicles or pony trekking (1)
 World's highest single drop abseil (1)

- (b) Assess how adventure activities in Lesotho might create negative impacts for ecotourists. [9]

Negative impacts – consider the philosophy of ecotourism, where preference is small in scale and attempts to leave no damage whilst giving back to the local community. Adventure tourism can be noisy, take over large spaces, can be environmentally damaging to areas by reducing biodiversity, creating conflict between users, etc.

Levels of response

Level 1 (1–3)

Candidate identifies/describes some possible impacts. Information may be in the form of a list of ways. There is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles of the impacts of adventure tourism with limited use of specialist vocabulary.

Level 2 (4–6)

Candidate describes a number of possible negative impacts. May include explanations of a number of possible ways which may be assessed with some success. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles of adventure tourism impacts with some use of specialist vocabulary.

Level 3 (7–9)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively discusses the possible impacts. The answer is assessed. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles of adventure tourism impacts whilst using specialist vocabulary.

Judgemental conclusion for top mark band 3.

| | | | |
|---------------|--|-----------------|--------------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | Cambridge International A Level – May/June 2016 | 9395 | 43 |

(c) Evaluate how the positive impacts of tourism can be maximised for countries such as Lesotho. [12]

Economic benefits to be created and shared between the community through job and wealth creation. Foreign exchange can be utilised

Educating/informing

Local traditions and customs are kept alive because tourists enjoy traditional arts, crafts and foods. There is greater demand for local food and crafts.

Money from tourists can be used to protect the natural landscape.

Money from tourists can be used to build and develop infrastructure and improve quality of life for local people.

New facilities for the tourists also benefit locals, e.g. new roads.

Levels of response

Level 1 (1–4)

Candidate identifies/describes some possible positive impacts. Information may be in the form of a list of ways. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of how the impacts of tourism can be maximised and there is limited use of specialist vocabulary.

Level 2 (5–8)

Candidate describes a number of possible positive impacts. May include explanations of a number of possible ways and there may be some attempt to evaluate. The answer is relevant and accurate and shows reasonable knowledge and understanding of how positive impacts of tourism can be maximised. There is some use of specialist vocabulary.

Level 3 (9–12)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively evaluates the possible positive impacts. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of the positive impacts of tourism and how it can be maximised for LEDCs. There is use of specialist vocabulary.
Judgemental conclusion for top mark band 3.

| | | | |
|--------|---|----------|-------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | Cambridge International A Level – May/June 2016 | 9395 | 43 |

2 (a) Using Fig. 2 (Insert) explain two economic impacts to Petra of having a ‘main season’. [4]

Main season brings in majority of tourists they will bring in money and provide jobs during this period (1)

With work being seasonal this then means that jobs are temporary (1) this seasonal nature causes local people to lose income during the quieter months (1)

The country will therefore not receive as many tourism receipts during the shoulder months (1) this has a detrimental effect t on building of infrastructure and keeping the workforce in place throughout the whole year (1)

Impacts may be positive or negative.

(b) Assess how the principles of sustainability and carrying capacity might help to minimise the impacts on Petra. [9]

- 1 Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.
- 2 Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.
- 3 Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.
- 4 Education

Levels of response

Level 1 (1–3)

Candidate identifies/describes some possible principles. Information may be in the form of a list of ways. There is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts of sustainability and carrying capacity. There is limited use of specialist vocabulary.

Level 2 (4–6)

Candidate describes a number of possible principles. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles of minimising impacts with some use of specialist vocabulary.

Level 3 (7–9)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively assesses the possible principles of sustainability and carrying capacity. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles of minimising impacts using specialist vocabulary.
Judgemental conclusion for top mark band 3.

| | | | |
|---------------|--|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | Cambridge International A Level – May/June 2016 | 9395 | 43 |

- (c) Evaluate the benefits to local people of retaining authentic crafts in areas such as Petra. [12]**

Symbolic of their culture, has social value and may have spiritual value or significance.

Survival of the craft practise to share with others in the community and to pass to the younger generation. Identification of culture.

Retains pride and attachment to reinforce a community and its character.

Prevents cultural loss, links to customs, norms and historic relevance.

Levels of response

Level 1 (1–4)

Candidate identifies/describes some possible benefits of retaining crafts. Information may be in the form of a list of ways. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of the benefits of authentic crafts and there is limited use of specialist vocabulary.

Level 2 (5–8)

Candidate recommends a number of possible benefits. The answer is relevant and accurate and shows reasonable knowledge and understanding of the benefits of retaining authentic crafts to the local people. There is some use of specialist vocabulary. There is some evidence of an attempt to evaluate.

Level 3 (9–12)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively evaluates the benefits to the local people of retaining authentic crafts in Petra (or similar). There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts of cultural authenticity. There is use of specialist vocabulary. Judgemental conclusion for top mark band 3.