



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/42

Paper 4 Destination Management

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MARK SCHEME

Maximum Mark: 50

Published

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

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

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

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 Sciences and Humanities Subject 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, e.g. a scattergun approach to a question asking for n items
- 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>Explain <u>two</u> priorities of the Belize Tourism Board (BTB).</p> <p>Award one mark for each of two identified priorities for BTB, plus an additional mark for an explanation.</p> <p>The BTB's focus is on visitor experience, emerging niche, and regional markets [1] these include the marketing of sailing, honeymoon/wedding packages etc., as this increases the tourism market. [1] Working in partnership to implement plans [1] these are between the public and private sectors and will help to develop further the tourism offer [1] Implementing investment in training stakeholders [1] this will be of benefit to local people as they will secure employment [1]</p> <p>Accept any reasonable interpretation from Fig. 1.1.</p> | 4 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(b) | <p>Assess why tourism is an important economic contributor of Belize.</p> <p>Candidates are expected to be aware of the economic impacts of tourism. They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <p>Indicative content:</p> <p>Data gathered and compared between 2014 and 2015 shows that Belize is steadily growing in popularity for overnight visitors. The Philip Goldson International Airport (PGIA) accounted for 75.02% of the overnight sector in 2015. This figure showed a 7% increase in arrivals through the PGIA in comparison to 2014 figures.</p> <p>The tourism sector is one of the most important economic contributors of Belize and accounts for 12.8% of employment as shown in 2015. The industry continues to see heavy investments through government and private sectors in order to develop the tourism industry further.</p> <p>Tourism will bring in more visitors who will pay to stay, visit areas, and try activities this will provide jobs in a variety of direct and indirect roles.</p> <p>Tourism provides training opportunities in a variety of roles.</p> <p>Develop income generation.</p> <p>Bring increased foreign exchange.</p> <p>Create wealth for an area –by development of infrastructure and community services.</p> <p>Multiplier effect.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) can be awarded for analytical comments about the reasons why tourism is seen as an economic contributor for Belize. Candidates effectively assess a range of ways and clearly attempt to weigh up their significance. There should be sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p>Level 2 (4–6 marks) can be awarded for an explanation of a number of possible reasons why tourism is seen as an economic contributor for Belize. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–3 marks) candidates will identify/describe some possible reasons why tourism is an important economic contributor for Belize. 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>Level 0 (0 marks) No content worthy of credit.</p> | 9 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(c) | <p>Evaluate possible sustainable tourism strategies to protect the landscape and species of Belize.</p> <p>Candidates are expected to be aware of sustainable tourism strategies and to be able to evaluate the list provided in Fig. 1.1. Giving good reasons for their evaluations.</p> <p>Indicative content: Sustainable use of the resources such as water and energy systems. Local product development. Supporting local communities. Protection of flora and fauna. Conservation of natural areas/landscaped areas and gardens. Reducing all forms of pollution. Providing environmental education. Research.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (9–12 marks) can be awarded for evaluating a number of ways that sustainable tourism may protect the landscape and species of Belize 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>Level 2 (5–8 marks) can be awarded for explanation of a number of ways sustainable tourism practices protect the landscape and species of Belize. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–4 marks) candidates will identify/describe the ways sustainable tourism strategies protect the landscape and species of Belize. 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>Level 0 (0 marks) No content worthy of credit.</p> | 12 |

| Question | Answer | Marks |
|----------|---|----------|
| 2(a) | <p>Explain <u>two</u> reasons why the Ministry of Primary Resources and Tourism in Brunei has a strong vision for the future of tourism development.</p> <p>Award one mark for each of two identified reasons and an additional mark for an explanation.</p> <p>A vision Statement will help Brunei Ministry employees to understand where their contribution fits into the country’s objectives for its rapid growth and contribution to the economy. [1] It also helps other stakeholders such as tour operators to decide whether they want to do business with the Ministry. [1] A vision statement determines the Ministry’s tourism development direction [1] which would help Ministry employees and their teams to understand why the organisation exists and its overall purpose [1] If employees understand the vision for the country, they will contribute to what makes it successful. [1] The vision statement serves as a clear indicator for the desired future position of the Ministry. [1]</p> <p>Accept any other reasonable answer.</p> | 4 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(b) | <p>Assess the benefits to Bruneians of retaining their cultural heritage.</p> <p>Candidates are expected to be aware of a variety of socio-cultural impacts. They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content: Saves and passes crafts and skills onto future generations. Strengthens their cultural identity. Preserves customs and traditions. Empowers local communities in managing their own environments. Enhances programmes of socio-cultural events. Develops civic pride.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) can be awarded for analytical comments about the benefits to Bruneians of retaining their cultural heritage. 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>Level 2 (4–6 marks) can be awarded for explanation of a number of possible benefits to Bruneians of retaining their cultural heritage. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–3 marks) candidates will identify/describe some possible benefits to Bruneians of retaining their cultural heritage. 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>Level 0 (0 marks) No content worthy of credit.</p> | 9 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(c) | <p>Evaluate why developing new products and services is important for tourism development in Brunei.</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: Expand customer base. To keep current customers interested by offering new products and services. Opportunity to gain economic benefits. Stay on trend within the industry. To be competitive. Flexible tourism offering. Dynamic approach. Help industry that may be struggling to market. Embrace modern technology saving money and time.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (9–12 marks) can be awarded for evaluating a number of ways that developing new products/services is important for tourism development in Brunei. Candidates will 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>Level 2 (5–8 marks) can be awarded for explanation of a number of ways that developing new products and services is important to tourism development in Brunei. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–4 marks) candidates will identify/describe some ways that developing new products and services is important for tourism development in Brunei. 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>Level 0 (0 marks) No content worthy of credit.</p> | 12 |