



## **Cambridge International AS & A Level**

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**TRAVEL & TOURISM**

**9395/42**

Paper 4 Destination Management

**October/November 2023**

**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 2023 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 **11** 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. 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.

**9395 Travel and Tourism – Paper 4 Annotations**

<b>Annotation</b>	<b>Description</b>	<b>Use</b>
	Tick	Indicates a point which is relevant and rewardable.
	Cross	Indicates a point which is inaccurate/irrelevant and not rewardable.
	Question mark	Used when anything written in response is unclear.
	Vague	Indicates a point is vague.
	Highlight	Used to highlight a piece of text.
	Benefit of doubt	Used when the benefit of the doubt is given in order to reward a response.
	Not answered question	Used when the answer or parts of the answer are not answering the question asked.
	Noted but no credit given	Indicates that content has been recognised but not rewarded.
	Repetition	Indicates where content has been repeated.
	Level 1	Indicates a Level 1 point is made.
	Level 2	Indicates a Level 2 point is made.
	Level 3	Indicates a Level 3 point is made.
	Off Page Comment	Used to add comments to responses – displayed at the bottom of the screen when clicking the comments button/toggle.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> political objectives of tourism development.</b></p> <p>Award one mark for each of two identified reasons for political objectives of tourism development. Plus an additional mark for an explanation.</p> <p>e.g.</p> <ul style="list-style-type: none"><li>• Enhances the image of an area [1] this will encourage more visitors [1]</li><li>• Enhances the reputation of a destination [1] particularly important after a natural disaster [1]</li><li>• Creates greater understanding between hosts and guests [1] this can promote co-operation and prevent conflicts.</li></ul> <p>Accept any other reasonable other</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess the role of commercial organisations in destinations such as St. Vincent in the Caribbean.</b></p> <p>Candidates are aware of commercial organisations from 4.1 and 4.2. They may also use the information provided in Fig. 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Select, package, market and sell products, services and tours within a destination</li> <li>• Put together specialised packages for e.g., visits to volcanoes</li> <li>• Use local tour guides</li> <li>• Ensure holiday makers are given safety information</li> <li>• They are funded and generate revenue in a destination that can support jobs and create opportunities for local people</li> <li>• They will try and meet stakeholder expectations, e.g., shareholders</li> <li>• They will build positive promotion and public relations in a destination to sell their products, this can have a positive effect on the economy of the destination:</li> <li>• Economic positive impacts</li> <li>• Negative impacts may also occur e.g., leakages</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 3 (7-9 marks)</b> can be awarded for analytical comments about the role of commercial organisations. 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><b>Level 2 (4-6 marks)</b> can be awarded for a description of a number of possible roles that commercial organisations play in destinations. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 1 (1- 3 marks)</b> will <b>identify/describe</b> some possible roles that commercial organisations have in destinations. 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>	9

Question	Answer	Marks
1(c)	<p><b>Discuss strategies St. Vincent might use to encourage tourism following a volcanic eruption.</b></p> <p>Candidates are expected to be aware of strategic developments of organisations and destination management in 4.1 (a) and 4.3.2, with supporting evidence provided from Fig. 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Marketing strategies, developing a strong country brand with clear links to the benefits of taking a trip to St. Vincent</li> <li>• Encourage commercial organisations who organise trips to St. Vincent to develop more programmes to the show visitors the changed landscape</li> <li>• Promotion of St. Vincent as a destination that is now a safe place to visit.</li> <li>• Setting priorities that for St. Vincent that are realistic and achievable.</li> <li>• Organising research and funding of budgets</li> <li>• Organise local infrastructure, development and control</li> <li>• Visitor management using the local tour guides who can offer local advice and guidance on St. Vincent.</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 3 (9 -12 marks)</b> can be awarded for discussing a number of strategies St Vincent might use to encourage tourism after a volcanic eruption and attempt to weigh up the significance of each strategy. 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 a description of a number of strategies that St Vincent might use to encourage tourism after a volcanic eruption. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 1 (1- 4 marks)</b> will <b>identify/describe</b> some strategies for encouraging tourism. 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.</p> <p>Answers may be generic in their description.</p>	12



Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> likely reasons for the Egyptian Tourism Federation (ETF) of having sustainable tourism policies.</b></p> <p>Award one mark for each of two identified reasons. Plus an additional mark for an explanation of these benefits.</p> <ul style="list-style-type: none"> <li>• To protect the unique landscape and attractions in Egypt [1] as there are many artefacts that date back to 5,000 years and cannot easily be replaced [1]</li> <li>• To increase the benefits and to reduce the negative impacts caused by tourism for Egypt. [1] this may be communication to visitors not to touch or damage the pyramids. [1]</li> <li>• To provide authentic tourist experiences [1] that celebrate and conserve heritage and culture such as the antiquities in Egypt. [1]</li> <li>• To creating socio-financial benefits for destinations [1] such as through employment and income earning opportunities.[1]</li> <li>• To promote awareness of political, environmental, sociocultural issues [1] and to increase responsible tourists. [1]</li> <li>• To provide long-term tourism opportunities [1] that will improve the wellbeing of local people [1]</li> </ul> <p>Accept any other valid response</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess the importance of including the local community in destination management.</b></p> <p>candidates are expected to be aware destination management activities. They should be able to combine their knowledge with information provided from Fig. 2.1</p> <p><u>Indicative content</u></p> <p><i>Cultural traditions may be preserved by:</i></p> <ul style="list-style-type: none"> <li>• <i>To empower them and allow for them to have an input into tourism development.</i></li> <li>• <i>To have their support in any destination development</i></li> <li>• <i>To use the skills and abilities of the local community to help with development</i></li> <li>• <i>Help make decisions without conflict</i></li> <li>• <i>Reduce disputes</i></li> <li>• <i>To participate in activities that will affect their lives and the community</i></li> <li>• <i>Local people are the ones to help provide quality experiences for visitors and will therefore have a greater understanding of the issues in that destination.</i></li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 3 (7-9 marks)</b> can be awarded for analytical comments about the importance of including the local community. 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><b>Level 2 (4-6 marks)</b> can be awarded for a description of a number of possible reasons why it is important to include the local community. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 1 (1- 3 marks)</b> will identify/describe some possible reasons why it is important to include the local community. 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>	9

Question	Answer	Marks
2(c)	<p><b>Discuss the negative environmental impacts that tourists might have on Egypt.</b></p> <p>Candidates are expected to be aware of environmental impacts of tourism in 4.2 (b) This also links to 4.3.1. They should be able to combine their knowledge with information provided from Fig. 2.1</p> <p><u>Indicative content</u></p> <p><u>Negative:</u></p> <ul style="list-style-type: none"> <li>• Pressure on local resources, congestion at attractions such as the pyramids causing erosion and damage to sites.</li> <li>• Traffic congestion, creating dust and overcrowding of sites.</li> <li>• Loss of important buildings, paintings, carvings, etc. where too many tourists touch, visit and remove items.</li> <li>• Pollution, such as increased litter and other waste that causes destruction of the beauty.</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 3 (9 -12 marks)</b> can be awarded for discussing a number of likely negative environmental impacts for Egypt 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 a description of a number of likely negative environmental impacts for Egypt. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 1 (1- 4 marks)</b> will identify/describe the likely environmental impacts for Egypt. 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.</p> <p>Answers may be generic in their description</p>	<b>12</b>