



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/43

Paper 4 Destination Management

October/November 2023

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **10** 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

Annotation	Description	Use
	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>Explain <u>two</u> benefits to a business of using DM Paris</p> <p>Award one mark for each of two identified roles, plus an additional mark for explanation.</p> <p>DM Paris can save time for a business by doing all the searching and bookings [1] this gives security to a business who can use a trusted organisation and do not have to worry about using their own staff [1] Everything is planned and organised for them [1] DM Paris have expertise and major contacts in the industry in Paris [1]</p> <p>DM Paris have experience in organising and arranging services [1] this could save a business money as DM will find the best deals and should not make mistakes or double book.</p> <p>Accept any reasonable interpretation.</p>	4

Question	Answer	Marks
1(b)	<p>Assess the importance to a DMC of working with the local community.</p> <p>Candidates are expected to be aware of the destination management activities 4.2. They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • Prevents conflicts by developing good communication links • Local community can help to provide local knowledge about different areas/problems around the city. • Helps to strengthen cultural identity and links. • Offer opportunity for good networking and finding contacts for different DMC activities such as event venues, exclusive concerts, etc. • Helps with the reputation of a DMC, such as there may be an opportunity for social responsibility which helps to sustain and develop the area. • Prevents locals from losing their customs. • The local community will have a good understanding of Paris sharing and exchanging of views <p><u>Use level of response criteria</u></p> <p>Level 3 (7–9 marks) can be awarded for analytical comments about the importance of a DMC working with the local community. Candidates effectively assess discuss a range 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 the importance of a DMC working with the local community. 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) will identify/describe some possible reasons why it is important for a DMC to work with 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
1(c)	<p>Discuss reasons why DM Paris offers a variety of services.</p> <p>Candidates are expected to be aware of organisations involved in destination management activities in 4.1. and activities in 4.2. along with supporting evidence provided from Fig. 1.1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> • A (DMC) offers a variety of services to appeal to as many business clients as possible such as VIP options, exclusive concerts, shows and dinners. • To make themselves more marketable, strong USP and competitive through their individual approach. They work with commercial partners to help with business customer needs. • To capture different types of business customers which will make them profitable and create more wealth. • To keep good relationships with businesses, etc., by offering as many aspects that are required, this will prevent complaints and allow for repeat business. • They offer many different transportation products that make life easier for customers visiting Paris. <p><u>Use level of response criteria</u></p> <p>Level 3 (9–12 marks) can be awarded for discussing a number of reasons why DM Paris offer a variety of services 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 an explanation/analysis of the reasons why DM Paris offer a variety of services. 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) will identify/describe the reasons why DM Paris offer a variety of services. 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>Explain <u>two</u> benefits of an environmental audit.</p> <p>Award one mark for each of two identified benefits. Plus an additional mark for an explanation.</p> <p>Auditing provides information that is fundamental to long-term preservation [1] it will assess all flora fauna in a destination [1] Whilst gathering up to date information about loss of species [1] it can assess the effectiveness or damage to an area [1] It can assess harmful effects of e.g., human (tourism) impacts [1] on the air, soil, water, etc [1] It can establish trends in changes of the environment [1] whether there is a loss or growth of some species [1]</p> <p>Accept any other valid answer.</p>	4
2(b)	<p>Assess the positive economic impacts that a growth in tourism may have on destinations such as Easter Island.</p> <p>Candidates are expected to be aware of economic impacts in 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> <ul style="list-style-type: none"> • Positive • <i>Income generation</i> • <i>Job creation and training</i> • <i>Economic development</i> • <i>Development of infrastructure</i> • <i>Multiplier effect</i> <p><u>Use level of response criteria</u></p> <p>Level 3 (7–9 marks) can be awarded for analytical comments of positive economic impacts. Candidates effectively assess a range 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 possible positive economic impacts. 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) will identify/describe some possible positive economic impacts. 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>Discuss ways to prevent negative environmental impacts of a growth in tourism on Easter Island.</p> <p>Candidates are expected to be aware of the sustainable tourism practices and negative environmental impacts 4.2. and 4.3.2. They should be able to combine their knowledge with information from the stimulus.</p> <p><i><u>Indicative content</u></i></p> <ul style="list-style-type: none"> • Through sustainable tourism policies and practices and working in partnership with the councils and government and operators. • Visitor management – zoning in time and place, setting fees, etc. The control and flow of visitors, may be possible to prevent access to all the statues by using fee management techniques to help protect the island from overuse and congestion. • Set manageable carrying capacity this is particularly relevant as it is a small island and therefore becomes congested easily. • Reducing the number of cars allowed onto the island. • Planning control, considering waste and sewage problems that must be considered. • Encouraging responsible tourist behaviour • Education of visitors via tour operators. <p><i><u>Use level of response criteria</u></i></p> <p>Level 3 (9–12 marks) can be awarded for discussing a number of ways to prevent negative environmental impacts 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 an explanation/analysis of a number of ways to prevent the negative environmental impacts. 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) will identify/describe ways to prevent negative environmental impacts. 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. Answers may be generic in their description.</p>	12