

# Cambridge International AS & A Level

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**TRAVEL & TOURISM****9395/42**

Paper 4 Destination Management

**October/November 2024****MARK SCHEME**Maximum Mark: 40

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**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 2024 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 **14** 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 descriptions 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.

**Assessment objectives****AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

**AO2 Application**

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

**AO3 Analysis**

Analyse travel and tourism issues, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.

**AO4 Evaluation**

Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

Tables **A–D** will be used for specific questions. Please refer to the question for which tables should be used when appropriate.

**Table A**

<b>Level</b>	<b>AO1 Knowledge and understanding 3 marks</b>	<b>AO3 Analysis and research 3 marks</b>	<b>AO4 Evaluation 3 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>3</b>	<b>3 marks</b> The response contains a range of explained valid points.	<b>3 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point mentioned are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response contains some explained valid points.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against most of the valid points mentioned are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.	<b>1 mark</b> The response gives some consideration to the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

**Table B**

<b>Level</b>	<b>AO2 Application 3 marks</b>	<b>AO3 Analysis and research 3 marks</b>	<b>AO4 Evaluation 3 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>3</b>	<b>3 marks</b> The response includes an explanation of why each of the points mentioned are relevant/suitable to the context of the question.	<b>3 marks</b> The response is well-balanced and considers significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point mentioned are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some of the valid points mentioned are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> At least one point has an explanation of why it is relevant/suitable to the context of the question.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response	<b>0 marks</b> No creditable response	<b>0 marks</b> No creditable response

**Table C**

<b>Level</b>	<b>AO1 Knowledge and understanding 4 marks</b>	<b>AO3 Analysis and research 4 marks</b>	<b>AO4 Evaluation 4 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>4</b>	<b>4 marks</b> The response contains a range of valid points with a detailed explanation of each.	<b>4 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point are given.	<b>4 marks</b> The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
<b>3</b>	<b>3 marks</b> The response contains a range of valid points with most having a detailed explanation.	<b>3 marks</b> The response considers the significance of most of the valid points mentioned. <b>OR</b> The arguments for and against most valid points are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response contains some explained valid points.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some valid points are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.



**Table D**

Level	AO2 Application 4 marks	AO3 Analysis and research 4 marks	AO4 Evaluation 4 marks
	Description	Description	Description
4	<b>4 marks</b> The response includes detailed explanation of why each point mentioned is relevant/suitable to the context of the question.	<b>4 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point are given.	<b>4 marks</b> The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
3	<b>3 marks</b> The response includes an explanation of why most of the points mentioned are relevant/suitable to the context of the question.	<b>3 marks</b> The response considers the significance of most of the valid points mentioned. <b>OR</b> The arguments for and against most valid points are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
2	<b>2 marks</b> The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some valid points are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
1	<b>1 mark</b> At least one point made has an explanation of why it is relevant/suitable to the context of the question.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
0	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> benefits for the Philippines of having a sustainable tourism industry.</b></p> <p>Award one mark for each identified reason and an additional mark for an explanation of each.</p> <ul style="list-style-type: none"><li>• Protects landscapes and environments [1] so they can be used by tourists and community in the future [1]</li><li>• Reduces different forms of pollution [1] allowing the landscape and urban areas to regenerate. [1]</li><li>• Strengthens communities by encouraging community involvement [1] this helps to develop the economy and resources [1]</li></ul> <p>Accept any other reasonable response</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess the political objectives of having a government tourism development plan.</b></p> <p>Use Table A.</p> <p>AO1 – 3 KU AO3 – 3 AN AO4 – 3 EVAL</p> <p>AO1 – Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Gives clear leadership and expansion of the tourism provision available by encouraging greater promotion</li> <li>• Helps to have a strategy that will enhance the country's image developing more tourism opportunities</li> <li>• Develops the research, funding, and budgets that will help with the reputation of the country</li> </ul> <p>AO3 – Analysis</p> <ul style="list-style-type: none"> <li>• Setting clear objectives allows the country to develop its tourism industry for all sectors according to strategies outlined</li> <li>• Political objectives help to minimise the negative impacts and maximise the positive impacts of tourism because there is government control and coordination over tourism developments</li> <li>• The government aims to generate more investments which will help develop/expand the tourism provision in a destination</li> </ul> <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>• A major benefit of political objectives is enhancing the country's image and reputation, as this gives the opportunity to publicise positive images and to brand the destination to create more interest and attract more tourists.</li> <li>• There may be difficulty in adhering to the objectives if there are other variables such as economic downturn or pandemics, this means that the strategies should be realistic so that they minimise the negative impacts.</li> <li>• International relations may be strengthened by setting priorities and objectives but they should be achievable and attainable within a timeframe to prevent economic damage.</li> </ul> <p>Accept any other reasonable response.</p>	9

Question	Answer	Marks
1(c)	<p><b>Discuss the ways tourism can increase employment in the Philippines.</b></p> <p>Use Table D.</p> <p>AO2 – 4 APP AO3 – 4 AN AO4 – 4 EVAL</p> <p>AO2 – Application</p> <ul style="list-style-type: none"> <li>• Tourism already employs 4.7m in the Philippines and they hope expanding tourism will create more part-time and full-time employment</li> <li>• Creation of work in infrastructural roles – such as building cruise terminals</li> <li>• Expanding nature-based and adventure tourism will create many jobs for guides/experts</li> <li>• Tourism creates and generates jobs directly through hotels, restaurants, taxis, and souvenir sales, (cruise, leisure and entertainment)</li> <li>• Tourism to the Philippines will create jobs indirectly through the supply of goods and services needed by tourism-related businesses e.g. insurance and banking services</li> </ul> <p>AO3 – Analysis</p> <ul style="list-style-type: none"> <li>• Tourism is a major contributor to employment creation in the Philippines as it already represents 12.4% of the total employment in the area and is a driving force for economic growth and development.</li> <li>• Tourism employment creates many opportunities particularly for women, youth, migrant workers and rural communities and has numerous linkages with other sectors.</li> <li>• Tourism diversifies employment opportunities in different sectors meaning more people can find suitable employment/more choice of jobs.</li> <li>• Reinforcing initiatives to promote employment creation at local level, including in rural areas, contributing to social and economic development and poverty reduction through social inclusion, regional integration and expansion of local incomes.</li> </ul> <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>• Employment sector is not just about giving people jobs, it also involves investing into skills development and vocational education and training, this will improve working conditions and enhance the sector's image and service quality.</li> <li>• Major expansion of tourism can prevent unemployment levels rising and reduce levels of deprivation, this might also help increase the country's tourism offer with the potential of increasing its GDP and foreign exchange.</li> <li>• Tourism can create loads of jobs, but there is a risk as many are seasonal and the country could become over reliant on tourism for employment at the detriment of other sectors.</li> </ul> <p>Accept any other reasonable response.</p>	12

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> types of tourism leakage.</b></p> <p>Award one mark for each identified reasons and an additional mark for explanation of each.</p> <ul style="list-style-type: none"> <li>Financial leakage [1] money paid to foreign owned tour operators [1]</li> <li>Import leakage [1] branded goods from the country of origin [1]</li> <li>Using foreign employment [1] local people are not given the opportunity to work and money goes to the foreign employees [1]</li> </ul> <p>Accept any other reasonable response.</p>	4
2(b)	<p><b>Assess the likely sociocultural benefits of tourism to The Gambia.</b></p> <p>Use Table B.</p> <p>AO2 – 3 APP AO3 – 3 AN AO4 – 3 EVAL</p> <p>AO2 – Application</p> <ul style="list-style-type: none"> <li>Preserves crafts such as carved wooden masks and bowls/souvenirs</li> <li>Cultural bonding by staying in the Makasutu forest in a Mandina Lodge with the local people/local guides taking them on tours for bird/nature watching</li> <li>Cultural understanding by trying the local traditional foods</li> <li>Strengthens cultural identity by increasing tourism interest in the way of life in the Gambia</li> </ul> <p>AO3 – Analysis</p> <ul style="list-style-type: none"> <li>Increasing cultural understanding will reduce conflicts with the local population and tourists.</li> <li>Tourists being interested in the local culture means local people are proud of their culture and this helps to sustain and protect it.</li> <li>Offering traditionally made souvenirs retains the traditional skills of craftspeople and authenticity.</li> <li>Creating traditional and local goods means that local people are empowered as they have some control over their own businesses.</li> </ul> <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>The most significant benefit is the preservation of artefacts and heritage sites; the protection of such items which would be impossible to replace enables tourists and local to realise the importance of their traditions.</li> <li>Customs and crafts will remain authentic and traditional skills will be retained and passed on which prevents the loss of cultural identity of the country, this can help The Gambia promote and sell itself as a destination.</li> </ul> <p>Accept any other reasonable response.</p>	9

Question	Answer	Marks
2(c)	<p><b>Discuss the possible negative environmental impacts of tourism on destinations such as Makasutu Forest.</b></p> <p>Use Table C.</p> <p>AO1 – 4 KU AO3 – 4 AN AO4 – 4 EVAL</p> <p>AO1 – Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Pressure on local resources such as water and waste systems</li> <li>• Erosion – visitors walking off-path and causing damage</li> <li>• Land degradation – loss of top soil, developments being done without consideration of the land</li> <li>• Pollution – rubbish, noise, litter, air</li> </ul> <p>AO3 – Analysis</p> <ul style="list-style-type: none"> <li>• Pollution of the air and water can make areas unpleasant for visitors and can deter them from rebooking.</li> <li>• Natural wildlife can be lost if habitats are changed to accommodate tourists, through building a new hotel or resort.</li> <li>• Too many visitors can cause congestion which spoils the views and makes areas overcrowded.</li> <li>• Too many visitors can create too many pressures on local resources, so water and waste become overused and there is not enough for locals and visitors.</li> </ul> <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> <li>• The most significant impact is the pressure on the environment caused by tourists using resources such as water. This overdemand impacts on local people and will ruin a destination.</li> <li>• The destruction of wildlife habitats to build tourist facilities can change the ecosystem forever as breeding patterns change, leaving a depleted area and possible extinction of animals, meaning the destination will no longer appeal.</li> <li>• Congestion from traffic and erosion from trampling puts a strain on the environment, this is particularly serious if other forms of pollution are also affected as a result such as contaminated water and waste systems. This will have a major impact on the community, visitors, and natural resources.</li> </ul> <p>Accept any other reasonable response.</p>	<b>12</b>