

Cambridge International AS & A Level

TRAVEL & TOURISM**9395/43**

Paper 4 Destination Management

October/November 2024**MARK SCHEME**

Maximum Mark: 40

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.

This document consists of **15** 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

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

Table B

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

Table C

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

Table D

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

Question	Answer	Marks
1(a)	<p>Explain <u>two</u> priorities of a commercial organisation.</p> <p>Award one mark for each identified reasons and an additional mark for an explanation of each.</p> <ul style="list-style-type: none"> • To be successful and make a profit for the organisation [1] so that it can continue to function successfully [1] • Keep customers happy by improving customer service [1] for them to return/rebook [1] • Successfully manage employees [1] to function economically without loss [1] • To have a clear mission/vision [1] and create and implement a marketing plan to be identifiable to the general public and ahead of competitors [1] <p>Accept any other reasonable response.</p>	4

Question	Answer	Marks
1(b)	<p>Assess the benefits of doing regular environmental impact auditing.</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"> Allows for checking on environmental damage Assess changes in the area to identify issues Helps with planning for future Aids with development/protection of ecosystem <p>AO3 – Analysis</p> <ul style="list-style-type: none"> Regular audits will show if any damage has occurred which means that issues identified can be dealt with. Regular environmental audits can lead to the renewal/protection of areas, but this depends on costs and who pays. Audits will show areas that may be contaminated by different forms of pollution by tourists so pollution reduction schemes can be introduced. Doing audits regularly means that problems will be identified early before they become huge problems. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> A major benefit is enhancing the environment by being aware of any issues that have occurred and to install measures to prevent negative impacts in the future such as rerouting and replanting. There may be difficulty in assessing the area if audits are not conducted on a regular basis. The time factor is vital as changes to the environment will take place quickly and irreparable damage may occur. This can have a negative effect on flora, fauna and animal habitats. Regular checks allow for recorded assessment of the environment that may have been lost or damaged due to tourist actions. This allows for planning and good sustainable practices to be considered. EIA will show that tourists may need new or widened access to alternative areas to allow for the return of successful ecosystems. This will involve good communication, liaison with partners with consideration of time and costings. <p>Accept any other reasonable response.</p>	9

Question	Answer	Marks
1(c)	<p>Discuss the ways tourism can support animal conservation at The Giraffe Manor Hotel.</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"> • Tourists staying at Giraffe Manor funds provision of food and wellbeing of animals. • Going on tours with local guides will ensure tourists behave appropriately/ are educated in the conservation of animals. • Staying at the hotel where the giraffes visit draws attention to the giraffes' situation. • Hotel staff work hard to minimise waste which would include encouraging tourists to be more responsible. • Guests can see other animals which raises awareness of the need for protection of many different species. <p>AO3 – Analysis</p> <ul style="list-style-type: none"> • Tourists can support the Giraffe Manor by booking holidays and contributing to their funds to pay for the habitats and upkeep of the environment around the hotel. • Through raising awareness of conservation projects and the dangers to animals at the hotel may lead to tourists donating to the cause of conservation. • Tourism industry brings many images particularly on social media. Tourists may assist with publicity/raising awareness by taking photographs, adding reviews and by rebooking. • By supporting a sustainable tourism business and reducing their own footprint tourists may reduce negative environmental impacts which helps preserve habitats/animals. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> • Tourists contribute to the hotel's conservation projects. A proportion of the money raised by tourists could be used to protect habitats by introducing fencing and gates and employing rangers to protect the animals from poachers. • Tourists should only book with accredited operators who are supporters of conservation projects. This will help increase employment opportunities for the local community and benefit local livelihoods as well as protecting animals. • Tourists should act responsibly and adhere to the ecotourist philosophy of supporting the hotel, local community and to actively prevent causing any damage to the environment. • Tourists can become educated on the importance of conservation and volunteer to assist with projects. Unfortunately, care should be taken when volunteering so that local people do not lose jobs. Some volunteers do not have the correct skills to assist and may do more harm than good. <p>Accept any other reasonable response.</p>	12

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> reasons MTA have strategic priorities.</p> <p>Award one mark for each identified reason and an additional mark for explanation of each.</p> <ul style="list-style-type: none">• To identify what is needed at the correct time [1] fulfil the tourism potential of the country [1]• To make good use of Malta's USP [1] making the destination profitable and boosting its GDP [1]• Strategic priorities help give a clear focus for success [1] thereby reducing unnecessary work, resources or money [1] <p>Accept any other reasonable response.</p>	4

Question	Answer	Marks
2(b)	<p>Assess the benefits to Malta of improving staff development and training.</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"> Well-trained staff giving good customer service help Malta have a good image/reputation with tourists. Well-trained staff at organisations in Malta will encourage customers to return. Staff having development opportunities improves retention and motivation. Ensures high standards of quality which will increase the number of visitors to Malta. <p>AO3 – Analysis</p> <ul style="list-style-type: none"> Motivated staff stay in their jobs, which reduces training needs and costs. Long-serving staff are likely to be more knowledgeable about the products and services offered and so give a better level of service. Delivering good customer service as a result of good staff development will impress customers and they are more likely to spread good word of mouth about Malta. Possible that productivity increases because staff are happier when they are developed and motivated. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> Improving staff development improves staff morale. With staff being more satisfied they will not leave, and this gives stability to an organisation. It is important as a sociocultural objective as it supports local people in job roles and helps manage the destination so that local people benefit as well as visitors. Job satisfaction and security is enhanced, this gives customers a positive image of the destination/organisation. Malta will benefit as a whole as it achieves a good reputation for staff, and this can result in increased tourism and repeat business. Tourism is a service industry and must rely on its staff to achieve the frontline impression, so training and development is essential. Poor training will result in low productivity allowing for Malta's competitors to take advantage. <p>Accept any other reasonable response.</p>	9

Question	Answer	Marks
2(c)	<p>Discuss the benefits of commercial and non-commercial tourism organisations working in partnership.</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"> • Partnership working allows the sharing of costs and expertise. • Partnerships mean that skills and labour can be shared/allocated to the most suitable organisation. • Partnerships ensure there is a consistent approach to planning, development and marketing. • Widens customer base to bring more visitors and funds to spend in destinations. <p>AO3 – Analysis</p> <ul style="list-style-type: none"> • Organisations are given the opportunity to share skills and abilities across the sectors meaning no overlap of training/personnel. • Will allow the participation by the private sector (commercial) in national planning and development of the industry. • Able to collaborate with greater chance for informed up to date decisions and different experiences so responsibilities and accountability are shared. • Have greater promotional opportunities with both sectors able to expand awareness through their own channels. • Joint marketing work can be undertaken, this gives the opportunity for greater reach in the market and can lead to new products and services developed by the local community. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> • The most important benefit of partnership working is that organisations can make use of both sectors knowledge e.g., finding gaps in the market and exploiting new methods of attracting different segments thus creating a more effective destination. • Partnership working creates the opportunity for non-commercial organisations to develop all of the key strategic priorities with the assistance of private sector. These include a more sustainable approach. There could of course be disputes, misunderstandings between the two sectors as they may have conflicting opinions and different working patterns. <p>Accept any other reasonable response.</p>	12