



# Cambridge International A Level

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**TRAVEL & TOURISM**

**9395/41**

Paper 4 Destination Management

**May/June 2023**

MARK SCHEME

Maximum Mark: 50

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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 May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 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.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> economic benefits of tourism to countries such as Argentina and Brazil.</b></p> <p>Award one mark for each of two identified benefits. Plus an additional mark for an explanation.</p> <ul style="list-style-type: none"> <li>• The opportunity to provide more employment roles [1] both direct and indirect roles, such as hotel workers, tour guides, etc. [1]</li> <li>• Spread the wealth in the area/income generation [1] bringing benefits to the local people through infrastructural developments [1]</li> <li>• Ability to make money through foreign exchange [1] this can then be reinvested in the economy [1]</li> <li>• Develop the multiplier effect [1] which will benefit the local community and spread prosperity [1]</li> </ul> <p>Accept any reasonable answers.</p>	<b>4</b>
1(b)	<p><b>Assess the advantages and disadvantages of partnership work in destination management.</b></p> <p>Candidates are expected to be aware of the destination management activities. They should be able to combine their knowledge with information provided from Fig. 1.1</p> <p>Indicative content:</p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Share costs, in time, money and labour</li> <li>• Work on joint collaborations and share skills</li> <li>• Possibility to bring in more funds</li> <li>• Share and receive more support/share burden and make better decisions</li> <li>• Expand the advertising/promotion and reach of the product/service</li> <li>• To raise awareness</li> <li>• To become sustainable</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>• Disputes between ideals/ethics</li> <li>• Loss of autonomy</li> <li>• Lack of stability</li> <li>• Complications and misunderstandings</li> <li>• Possibility for conflicts</li> <li>• Slower more difficult decision making</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</p>	<b>9</b>

Question	Answer	Marks
1(b)	<p><b>Level 3 (7–9 marks)</b> can be awarded for analytical comments about the advantages and disadvantages of partnership work. 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 an explanation of a number of possible advantages and disadvantages of partnership work. There may be some attempt to assess and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> will identify/describe some possible reasons for advantages and disadvantages of partnership work. 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><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	
1(c)	<p><b>Evaluate possible strategies to prevent negative environmental impacts of tourism to the national parks in Argentina and Brazil.</b></p> <p>Candidates are expected to be aware of tourism strategies and negative environmental impacts and to be able to evaluate information provided in Fig. 1.1 Giving good reasons for their evaluations.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Building regulations and using sustainable assets to protect resources</li> <li>• Using and developing the eco train</li> <li>• Conservation and preservation of areas to protect and restrict development</li> <li>• Encouraging use of specific trails and boat tours</li> <li>• Zoning, time and place particularly around the waterfalls.</li> <li>• Fee charging for entry to the parks</li> <li>• Incorporating responsible tourism, providing signs, notice boards and litter bins</li> <li>• Guided tours with local official guides only</li> <li>• Dedicated planting areas</li> <li>• Protection of the indigenous areas</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</p>	<b>12</b>

Question	Answer	Marks
1(c)	<p><b>Level 3 (9–12 marks)</b> can be awarded for evaluating a number of strategies for reducing 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><b>Level 2 (5–8 marks)</b> can be awarded for an explanation/analysis of a number of strategies for reducing environmental impacts. There may be some attempt to evaluate and some analytical language may be used. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> will identify/describe the strategies for reducing environmental impacts of 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 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><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	
2(a)	<p><b>Explain <u>two</u> benefits of the Vietnamese government advertising the country as a safe and secure destination.</b></p> <p>Award one mark for each of two identified benefits. Plus an additional mark for an explanation.</p> <ul style="list-style-type: none"> <li>• Enhances the reputation of the country [1] which will make marketing easier [1]</li> <li>• Will encourage more visitors [1] which will create more profit for the area benefitting infrastructural developments [1]</li> <li>• Different types of customers will now feel able to visit [1] this can help to develop new businesses in Vietnam. [1]</li> </ul> <p>Accept any reasonable answers.</p>	<b>4</b>
2(b)	<p><b>Assess how Vietnam can preserve its culture and traditions.</b></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:</p> <ul style="list-style-type: none"> <li>• By marketing and encouraging promotion of the UNESCO WHS.</li> <li>• By the encouragement of the government and promotion of the preservation of the customs and traditions through supporting Vietnamese food and drink.</li> <li>• Using local Vietnamese guides.</li> <li>• Encouraging local food producers to provide restaurants with Vietnamese dishes.</li> <li>• Helping to empower the local communities in managing their own environments.</li> </ul>	<b>9</b>

Question	Answer	Marks
2(b)	<ul style="list-style-type: none"> <li>• To encourage regeneration and restoration work.</li> <li>• By enhancing programmes of socio-cultural events.</li> <li>• Encouraging the development of civic pride.</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for analytical comments about the ways that Vietnam can preserve its culture. 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><b>Level 2 (4–6 marks)</b> can be awarded for an explanation of a number of possible ways that Vietnam may preserve its culture. There may be some attempt to assess and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> will identify/describe some ways that Vietnam may preserve its culture. 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><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	
2(c)	<p><b>Discuss the reasons why the government wish to improve education and training for tourism industry workers.</b></p> <p>Candidates are expected to be aware tourism impacts in 4.3.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Improve experience for tourism visitors with potential for repeat visitors</li> <li>• Create a happy and motivated workforce that will improve staff retention.</li> <li>• Creates more practical skills for different job roles in the industry, (diversification of products)</li> <li>• reduces unemployment and improves rural livelihoods</li> <li>• Lifts population out of poverty</li> <li>• Creates a better society to live and work in</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>12</b>



Question	Answer	Marks
2(c)	<p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for discussing a number of reasons why the government wish to improve education and training and attempting 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 an explanation/analysis of a number of ways the government wish to improve education and training. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> will identify/describe some ways that the government wish to improve education and training. 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> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	