

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**GCE Advanced Subsidiary Level and GCE Advanced Level**

## **MARK SCHEME for the October/November 2012 series**

### **9395 TRAVEL AND TOURISM**

**9395/04**

Paper 4 (Specialised Tourism), maximum raw mark 50

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2012</b>	<b>9395</b>	<b>04</b>

- 1 (a) Explain two reasons why the Belum Rainforest Resort was built in accordance with the Pulau Banding Code. [4]

It was built to a strict code to ensure that it was 'economically eco-friendly' (1). These development practices were done with close consultation with parties such as WWF – Malaysia (Malaysian Forest Research Institute and Malaysian Nature Society) to ensure the environment was fully protected (1) appreciated and preserved (1).

The development of the resort focused on eco-friendly policies by working only on 'disturbed' areas (1) and not clearing any newer tracts of land, while the external design blends with the natural surroundings.

- (b) Discuss how the Belum Rainforest Resort is likely to bring economic benefits to the area. [9]

Level 1 (1–3 marks)

Candidate identifies positive economic benefits.

Identify 1 for 1 mark, identify 2 for 2 marks, identify 3 for 3 marks.

Generic response L1 only, bullets/lists L1 only.

Level 2 (4–6 marks)

Candidate explains positive economic benefits.

Explain 1 for 4 marks, explain 2 for 5/6 marks.

Level 3 (7–9 marks)

Candidate discusses how the resort brings positive economic benefits to the area.

Discusses 1 for 7 marks, evaluate 2 or 3 for 8 marks, concluding statement for top of level at 9 marks. Must link to Belum for L3.

Indicative content

- Income generation that will spread around the area – Multiplier effect
- Job creation provides different types of jobs for the community
- Direct and indirect employment
- GDP
- Development of the infrastructure – this will support the local people as well as the tourists and in turn help with job creation.
- General economic development – linked to eco styled holidays, will grow in interest and perpetuate the development of the area
- Spreads the wealth.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2012</b>	<b>9395</b>	<b>04</b>

**(c) Assess the potential conflicts of providing adventure tourist activities in areas of great environmental importance. [12]**

Level 1 (1–4 marks)

Candidate identifies possible conflicts.

Identify 1 or 2 for 2 or 3 marks, identify 3 or 4 for up to 4 marks.

Generic response L1 only, bullets/lists L1 only.

Level 2 (5–8 marks)

Candidate explains the possible conflicts, explain 1 for 5 marks, explain 2 for 6 marks, explain 3 or 4 for 7 or 8 marks.

Level 3 (9–12 marks)

Candidate assesses the potential conflicts, of providing adventure tourist activities in areas of great environmental importance.

Assess 1 for 9 marks, assess 2–3 for 10 or 11 marks, concluding statement for 12 marks.

Indicative content

- Environmental damage – litter, visual pollution, noise pollution
- Erosion of environment – soils, vegetation
- Issues of trespass
- Danger to the orangutan habitats – diluting the wildlife conservation work
- Visitor congestion
- Loss of flora and fauna in pristine rainforest
- Conflicts occur with local communities as well as the plants and animals.

**2 (a) Explain two ways in which tourists can benefit from Sweden’s tour operators having a new eco-label. [4]**

The eco label assures the quality of around 180 holidays and activities (1) run by its 80 eco-certified tour operators around the country (1)

Nature’s Best tour operators abide by a strict code of conduct (1) and this gives peace of mind to a responsible tourist (1), you know that you can make a positive contribution to the environment you find yourself in (1).

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2012</b>	<b>9395</b>	<b>04</b>

**(b) Discuss how the designation of Lapponia as a World Heritage Site may help to reduce the environmental impacts of tourism. [9]**

Level 1 (1–3 marks)

Candidate identifies issues.

Identify 1 for 1 mark, identify 2 for 2 marks, identify 3 for 3 marks.

Bullets/lists L1 only

Level 2 (4–6 marks)

Candidate explains issues.

Explain 1 for 4 marks, explain 2 for 5/6 marks.

Level 3 (7–9 marks)

Candidate evaluates how the designation of the World Heritage Site helps to reduce environmental impacts.

Evaluate 1 for 7 marks, evaluate 2 or 3 for 8 marks, concluding statement for top of level at 9 marks.

Indicative content

- UNESCO seeks to encourage the identification, protection and preservation of the cultural and natural heritage around the world
- Brings special designation that is recognised throughout the world
- Helps to educate the tourist and the tourism trade generally
- Designation asks that care must be taken to prevent damage to local surroundings and consideration be given to the Saami people
- The site is associated with the great universal value of geological, biological and ecological importance.

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>GCE AS/A LEVEL – October/November 2012</b>	<b>9395</b>	<b>04</b>

**(c) Assess how the possible negative socio-cultural impacts of tourism can be reduced in Laponia. [12]**

**Level 1 (1–4 marks)**

Candidate identifies possible reduction of impacts.

Identify 1 or 2 for 2 or 3 marks, identify 3 or 4 for up to 4 marks.

Generic response L1 only, bullets/lists L1 only.

**Level 2 (5–8 marks)**

Candidate explains the possible reduction of impacts, explain 1 for 5 marks, explain 2 for 6 marks, explain 3 or 4 for 7 or 8 marks.

**Level 3 (9–12 marks)**

Candidate assesses how the impacts can be reduced.

Assess 1 for 9 marks, assess 2–3 for 10 or 11 marks, concluding statement for 12 marks.

Must link to Laponia for L3.

**Indicative content**

- The area should continue with eco principles and adhere to the sustainability concept. This may involve greater commitment and be costly but reduce impacts in the long run. It requires a balancing act and the impacts are likely to be proportional to the number of tourists.
- There is a limit to the number of people that destinations can sustainably manage – therefore the reduction of the carrying capacity (so that fewer people are allowed in at any one time) or to a particular area may be significant.
- Charge for visitors to stay overnight – in specific places.
- Educate tourists so they understand the area they are entering and appreciate its significance – this can be linked to the World Heritage Site status.
- Allow the Saami people to have their privacy but also allow them to exploit tourism where appropriate such as selling of home-made arts and crafts to help perpetuate their traditions.
- Promote greater understanding between cultures through literature and promotions.