



# Cambridge International AS & A Level

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**TRAVEL AND TOURISM**

**9395/42**

Paper 4 Destination Management

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 100

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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 2022 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 **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.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> reasons why environmental impacts should be monitored in the national parks in Rwanda.</b></p> <p>Award <b>one</b> mark for each of two identified ways, plus an additional mark for an explanation.</p> <ul style="list-style-type: none"><li>• To show any damage to the National Park [1] and give an opportunity to put into place methods to prevent further damage in order to preserve the current environment/prevent further destruction of the habitats [1]</li><li>• To assess the effectiveness of systems to date [1] and to educate the public visiting the area in the future [1]</li><li>• So that better environmental planning and design can be considered [1] this may involve bringing in zoning, fees etc. [1]</li></ul> <p>Accept any other reasonable interpretation from Fig. 1.1.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Discuss how tour operators can encourage responsible tourist behaviour.</b></p> <p>Indicative content: Candidates are expected to be aware of tour operators and destination management activities 4.2(b). They should be able to combine their knowledge with information provided from Fig. 1.1. The tour operators may:</p> <ul style="list-style-type: none"> <li>• Use energy-efficient equipment whenever possible to run tours. Consideration into investing in electric vehicles, rechargeable audio and visual equipment and smart technology that can reduce the energy use within an office</li> <li>• Encourage sustainability by inviting guests to bring a reusable bottle filled with water versus selling bottled water to guests</li> <li>• Promote recycling at accommodation, on tour vehicles and within offices</li> <li>• Offer intimate experiences with small groups, as this will have a less of an impact on the local environment</li> <li>• Provide accurate information about the local culture and encourage guests to be polite and respectful at all times</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and discussion of the ways tour operators encourage responsible tourist behaviour. Candidates effectively discuss a range of ways and clearly attempt to weigh up their significance. 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 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of a number of possible ways tour operators encourage responsible tourist behaviour. There may be some attempt to discuss 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 appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some possible ways tour operators encourage responsible tourist behaviour. 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 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><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	9

Question	Answer	Marks
1(c)	<p><b>Evaluate sociocultural conflicts that tourism may bring to destinations such as Rwanda.</b></p> <p>Indicative content: Candidates are expected to be aware of negative sociocultural tourism and to be able to evaluate issues supported by the information provided in Fig. 1.1 giving good reasons for their evaluations.</p> <p>Sociocultural negative impacts:</p> <ul style="list-style-type: none"> <li>• Crime</li> <li>• Social problems, begging, prostitution</li> <li>• Loss of cultural identity</li> <li>• Demonstration effect</li> <li>• Commodification and staged authenticity</li> <li>• Damage to artefacts and heritage sites</li> <li>• Changes to family structures</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of a number of sociocultural conflicts tourism may bring to destinations. Candidates effectively evaluate a range of conflicts and clearly attempt to weigh up the significance of each. Analytical language will be used. 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> Candidates will show an understanding of the question and include explanations of several sociocultural conflicts that tourism may bring to destinations. There may be some attempt to evaluate 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 appropriate terminology.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe some sociocultural conflicts. Information may be in the form of a list explanations are incomplete and lack coherent organisation and arguments are partial (if present). There is 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>	12

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> reasons why a DMC, such as Desert Tourism, must have 'excellent local expertise'.</b></p> <p>Award <b>one</b> mark for each of two identified reasons, plus an additional mark for an explanation.</p> <ul style="list-style-type: none"><li>• Local knowledge enables a DMC to offer realistic and honest bookings [1] this is important as they must have a good reputation for business [1]</li><li>• Local knowledge and expertise ensure up to date information and recommendations [1] this prevents mistakes, double bookings etc. [1]</li><li>• Local knowledge and expertise allow for tailor-made bookings using local people and cultural understanding [1] this can provide first class bookings and community benefits with reciprocal bookings [1]</li></ul> <p>Accept any other reasonable response.</p>	<b>4</b>



Question	Answer	Marks
2(b)	<p><b>Assess the benefits to Desert Tourism of targeting specialised markets.</b></p> <p>Indicative content: Candidates are expected to be aware of the role of DMCs and their interest in specialised markets in 4.1(b). They should be able to combine their knowledge with information provided from Fig. 2.1. Gain higher market share – profit and customers:</p> <ul style="list-style-type: none"> <li>• Be more competitive</li> <li>• Expand customer base</li> <li>• To keep current customers interested by offering new products and services</li> <li>• Offer to different types of customers</li> <li>• It is a growth market that should be explored</li> <li>• They can educate visitors on a number of different issues within e.g., Oman, conservation, cultures, etc.</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of the benefits to Desert Tours of targeting specialised markets. Candidates effectively assess a range of benefits and clearly attempt to weigh up their significance. Analytical language will be used. 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 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of the benefits to Desert Tours of targeting specialised markets. 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 appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some possible benefits to Desert Tours. 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 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>	9

Question	Answer	Marks
2(c)	<p><b>Evaluate why Oman, should invest in the long-term benefits of tourism.</b></p> <p>Indicative content: Candidates are expected to be aware of management activities in 4.2(b). They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Long lasting benefits for the local community/positive impacts:</p> <ul style="list-style-type: none"> <li>• Investment of funds for community projects</li> <li>• Infrastructure development</li> <li>• Community based facilities such as youth clubs, recreational parks of community centre</li> <li>• Development of the multiplier effect – jobs, wealth for future of the country, boost GDP and tax revenues</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of a number of reasons why Oman should invest in the long-term benefit of tourism. Candidates effectively evaluate a range of reasons and clearly attempt to weigh up the significance of each. Analytical language will be used. 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> Candidates will show an understanding of the question and include explanations of a number of reasons why Oman should invest in the long-term benefit of tourism. There may be some attempt to evaluate 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 appropriate terminology.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe the reasons why countries such as Oman should invest in long-term benefits 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 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>	12