

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

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 must be read in conjunction with the question papers and the report on the examination.

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| Q No | Expected Answer | Mark | Focus | AO |
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| 1 (a) | <p><i>Tourism is considered to be a threat to the Galapagos Islands. Identify two other threats to these islands.</i></p> <p>Award one mark for up to two answers from:</p> <ul style="list-style-type: none"> invasion of species illegal fishing inability to apply laws Illegal immigration and population growth are causing deterioration to the islands | 2 | 4.1 | AO2 |
| (b) | <p><i>Explain how properly managed nature travel might help preserve the Galapagos Islands.</i></p> <p>Award one mark for identification and one mark for explanation.</p> <ul style="list-style-type: none"> control – numbers of tourists and when they visit (1) will ensue they abide by laws/rules laid down (1) zoning techniques (1) to prevent further damage and deterioration (1) <p>Or similar wording</p> | 4 | 4.1 | AO2 AO3 |
| (c) | <p><i>Assess the methods which might be used in the Galapagos Islands to prevent negative environmental impacts from tourism.</i></p> <p><u>Use Level of Response criteria</u> Level 1 (1-3): candidates identify negative impacts and/or identify how they may be prevented. Level 2 (4-6): candidates explain/analyse how impacts may be prevented. Level 3 (7-9): candidates assess how negative impacts may be prevented.</p> <ul style="list-style-type: none"> conservation techniques, wise policies, clear regulations and effective enforcement education well managed nature travel that is regulated through numbers and timing <p>Or similar wording</p> | 9 | 4.1 | AO1 – 3 AO2 – 3 AO4 – 3 |

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| (d) | <p><i>Evaluate the ways in which tourism might contribute to the social-cultural change on the Galapagos Islands.</i></p> <p><u>Use Level of Response criteria</u> Level 1 (1-3): candidates identify socio-cultural changes. Level 2 (4-6): candidates explain/analyse how tourism has contributed to the socio-cultural changes. Level 3 (7-10): candidates evaluate how tourism has contributed to the socio-cultural changes on the Galapagos Islands. Top of Level 3 will give a concluding statement.</p> <ul style="list-style-type: none"> • demands increase for local access to natural resources • public services grow with increasing human population • new stresses on the islands to accommodate visitors and their needs i.e., food, accommodation, transport linked to increased waste products increased threats to biodiversity from arrival of invasive species • over harvesting of natural resources and more pressure on local communities • creates malaria, West Nile Fever • bird flu – prevents visitors wanting to attend – makes visitors ill and gives poor image of islands • positive – tourism helps educate, raise awareness and helps by improving management • fees/charges paid by tourists help to go into projects to protect the landscape and culture of the lands and its people <p>Or similar</p> | 10 | 4.1/4.2 | AO1 – 3 AO3 – 3 AO4 – 4 |
| 2 (a) | <p><i>Identify three reasons why motocross is popular in Puerto Lumbreras.</i></p> <p>Award one mark for up to three suggestions given from:</p> <ul style="list-style-type: none"> • number of circuits • tracks appropriate from world ability to novice or beginner • unique challenge of each circuit • ride from front door • guide • diverse routes <p>Or similar taken from stimulus</p> | 3 | 4.1/4.3 | AO1 – 3 |

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| (b) | <p><i>Puerto Lumbreras is an area of important cultural heritage. Explain three conflicts which may occur between motocross activity and other types of tourism.</i></p> <p>Award one mark for each reason with a further mark for explanation of this reason:</p> <ul style="list-style-type: none"> • noise pollution (1) • conflict with visitors who want to enjoy peace and quiet (1) • motocross tracks causing environmental damage (1) • area is an important rural tourism destination – organised routes for nature lovers (1) • motocross disturbing wildlife through circuit routes – smells etc. (1) • wildlife spotting and visitors to cultural sites pleasure is impaired (1) <p>Or similar</p> | 6 | 4.2/4.3 | AO2 – 2 AO3 – 2 AO4 – 2 |
| (c) | <p><i>Explain two negative environmental impacts that motocross brings to Puerto Lumbreras.</i></p> <ul style="list-style-type: none"> • wildlife habitat disruption (1) • loss of biodiversity (1) • water, air, land pollution (1) from motorcycles running through landscape (1) • footpath erosion (1) large tracks and ribbon effect spoiling scenery and causing visual pollution • erosion of natural vegetation and soils (1) <p>Or similar</p> | 6 | 4.1/4.3 | AO2 – 3 AO3 – 3 |

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| (d) | <p><i>With reference to areas which attract both cultural and adventure tourists, assess the extent to which the positive economic impacts may be greater than the positive environmental impacts.</i></p> <p><u>Use Level of Response criteria</u></p> <p>Level 1 (1-3): candidates identify positive economic or positive environmental impacts.</p> <p>Level 2 (4-6): candidates explain/analyse positive economic and/or environmental impacts.</p> <p>Level 3 (7-10): candidates assess both positive economic and positive environmental impacts to the region.</p> <p>Candidates may assess either Puerto Lumbreras or use an example they have studied.</p> <p>positive economic impacts</p> <ul style="list-style-type: none"> • income generation • job creation • economic development of the infrastructure • strengthens economy • multiplier effect • more visitors • more spending <p>environmental impacts</p> <ul style="list-style-type: none"> • conservation new and of existing sites • education and awareness of the issues of the area. • wildlife conservation programmes • pollution controls <p>Or similar</p> | 10 | 4.1/4.3 | AO1 – 3 AO3 – 3 AO4 – 4 |
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