

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International Advanced Subsidiary and Advanced Level

## **MARK SCHEME for the October/November 2014 series**

### **9395 TRAVEL AND TOURISM**

**9395/43**

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 2014 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus
	Cambridge International AS/A Level – October/November 2014	9396

1 (a) Explain two positive economic impacts of tourism to Bali.

Growth in wealth to the area (1) increase of profits to the country through multiplier effect (1).

Income generation for local community (1) by sustaining and supplying jobs (1).

Increasing G.D.P. (1) development of infrastructure as a consequence (1).

(b) Evaluate the advantages and disadvantages to destinations such as Bali banning the construction of new buildings in developed areas. [9]

Advantages:

- Retains the original landscape which will protect and enhance the environment
- Prevents mass tourism arriving and spoiling landscape
- Retains beauty and prevents ugly and unsightly scars on the landscape
- Keeps rural image
- Prevents dependency

Disadvantages:

- No chance to embrace the possible economic benefits of mass tourism
- Stops revenue maximisation
- Loss of jobs for local people
- Loss of opportunity in job training and development
- No opportunity to develop infrastructure in line with building programme – locals lose out on development programmes

Levels of response:

Level 1 (1–3)

Candidate identifies/describes some possible methods. Information may be in the form of a list of ways. 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 specialist vocabulary.

Level 2 (4–6)

Candidate describes a number of possible methods. May include explanations of a number of possible ways which may be evaluated with some success. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (7–9)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively discusses the possible methods. The answer is evaluated. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

Page 3	Mark Scheme	Syllabus
	Cambridge International AS/A Level – October/November 2014	9396

(c) According to the article, tourism is a threat to the Bali culture.' Evaluate the impact of tourism on the local community.

- Loss of Bali culture would mean a potential loss in their identity.
- They could lose traditions and customs as they are not passed from generation to generation.
- Just becomes another warm destination without any significance to the history and traditions of the Balinese people, thereby becoming homogenised.
- Loses its usp when doing any marketing and losing its target market ultimately losing economic revenue associated with cultural links.

Levels of response:

Level 1 (1–4)

Candidate identifies/describes some possible methods. Information may be in the form of a list of ways. 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 specialist vocabulary.

Level 2 (5–8)

Candidate describes a number of possible methods. May include explanations of a number of possible ways there may be some attempt to evaluate. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (9–12)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively evaluates the possible methods. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

Page 4	Mark Scheme	Syllabus Paper
	Cambridge International AS/A Level – October/November 2014	939

- 2 (a) Explain two ways in which Iceland has used its natural volcanic environment to attract tourists.

Guided tour of the volcano (1) followed by a visit to the power plant as part of an activity tour (1).

Jeep tours to the volcano (1) take photographs (1).

Go to the lake and hike to the hot springs (1) swim in the heated river (1).

- (b) Many adventure tourist activities take place in fragile environments such as the Reykjanes Peninsula. Evaluate the negative environmental impacts caused by adventure tourism activities in these areas.

[9]

- Visual and noise pollution
- Trespass
- Loss of habitats
- Litter
- Erosion of landscape
- Water contamination
- Congestion

Levels of response:

Level 1 (1–3)

Candidate identifies/describes some possible methods. Information may be in the form of a list of ways. 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 specialist vocabulary.

Level 2 (4–6)

Candidate describes a number of possible methods. May include explanations of a number of possible. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (7–9)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively evaluates the possible methods. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary

Page 5	Mark Scheme	Syllabus
	Cambridge International AS/A Level – October/November 2014	9396

- (c) Recommend the ways in which adventure tourism can be managed for the long-term benefit of destinations such as Iceland. Justify each of your recommendations.

Recommendations:

- Involving the local community from the beginning of any proposed development or activity.
- Incorporate national and international protection agencies
- Tourism plan that is flexible
- Local agencies that understand the needs of the local community as well as the tourist.
- Incorporate training of locals and insist on development programmes and ensure it is locals that work on the activity
- Environmental conservation is considered.
- Zoning
- Pricing mechanisms

Justification must be relevant to each recommendation.

Levels of response:

Level 1 (1–4)

Candidate identifies/describes some possible methods. Information may be in the form of a list of ways. There is little or no attempt to justify. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.

Level 2 (5–8)

Candidate recommends a number of possible methods. There is limited justification. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (9–12)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively recommends and justifies the possible methods. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary