



# Cambridge International A Level

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TRAVEL & TOURISM

9395/42

Paper 4 Destination Management

May/June 2021

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 2021 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 **8** 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 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> benefits to Carezza Ski of working on joint projects with other ski resorts.</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>• Sharing ideas and best practice [1] will save time and costs [1]</li> <li>• Working in partnership to implement plans [1] these are between the public and private sectors and will help to develop the tourism offer [1]</li> <li>• Implementing investment in training stakeholders [1] this will be of benefit to local people as they will secure employment [1]</li> </ul> <p>Accept any reasonable interpretation from Fig. 1.1.</p>	<b>4</b>
1(b)	<p><b>Assess how Carezza Ski might prevent conflict between different activity users.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Zoning in time and place – planning control</li> <li>• Management on carrying capacity</li> <li>• Encourage guided activities</li> <li>• Charging/fees</li> <li>• Educate visitors on behaviour and shared use of the resort</li> <li>• Putting up signage to explain rules</li> <li>• Encouraging different sporting groups to enter voluntary agreements for conflict resolutions</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> Candidates will show a clear understanding of the question and include detailed identification and assessment of how Carezza Ski might prevent conflict between different activity users. Candidates effectively assess a range of ways 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 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of how Carezza Ski might prevent conflict between different activity users. 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>	<b>9</b>

Question	Answer	Marks
1(b)	<p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some ways Carezza Ski might prevent conflict between different activity users. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack 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>	
1(c)	<p><b>Evaluate the sustainable strategies used by Carezza Ski to protect the environment.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Sustainable use of resources, 98% of electricity from renewable energy</li> <li>• Investments and changes to reduce ecological footprint</li> <li>• Water from rain filled storage lakes</li> <li>• Snow cannons from the lakes no need for electric water pumps</li> <li>• Cable car reduces need for cars</li> <li>• Supporting local communities</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 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of the sustainable strategies used by Carezza Ski to protect the environment. Candidates effectively evaluate a range of strategies 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 (5–8marks)</b> Candidates will show an understanding of the question and include explanations of the sustainable strategies used by Carezza Ski to protect the environment. 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 sustainable strategies used by Carezza Ski to protect the environment. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and 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.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	<b>12</b>

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> benefits to customers of using DMC Japan.</b></p> <p>Award one mark for each of two identified reasons, plus an additional mark for an explanation.</p> <ul style="list-style-type: none"><li>• DMC Japan has over 50 years of experience and expertise, [1] this would benefit customers by knowing that the company have the knowledge and skill to find the best travel and holiday arrangements [1]</li><li>• DMC Japan understands the true culture of Japan [1] they have an understanding of the country from northern Hokkaido to Okinawa in the south and can advise on best places to visit and how to behave [1]</li><li>• DMC can organise unique, bespoke arrangements [1] as they have excellent project management skills and resources to unite corporate values with service [1]</li><li>• DMC has hospitality professionals that can design travel plans [1] they will customise individual client needs for business as well as for leisure customers [1]</li></ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess the cultural benefits to the local Japanese community of working closely with DMC Japan.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Long term support and investment should prevent loss of culture</li> <li>• Continual use and understanding of the culture</li> <li>• Saves and passes crafts and skills onto future generations</li> <li>• Strengthens their cultural identity</li> <li>• Preserves customs and traditions</li> <li>• Empowers local communities in managing their own environments.</li> <li>• Enhances programmes of socio-cultural events</li> <li>• Develops 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> Candidates will show a clear understanding of the question and include detailed identification and assessment of the cultural benefits to the local Japanese community of working closely with DMC Japan. Candidates effectively assess a range of benefits 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 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of the cultural benefits to the local Japanese community of working closely with DMC Japan. 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 cultural benefits to the local Japanese community of working closely with DMC Japan. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack 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>Discuss why DMC Japan might want to work with National Tourism organisations (NTOs).</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Research, funding and budgetary advice</li> <li>• Marketing strategies to develop/extend brand (joint marketing efforts)</li> <li>• Assist with setting priorities and economic strategies</li> <li>• Flexible tourism offering</li> <li>• Gain competitive advantage</li> <li>• Help industry that may be struggling to market</li> <li>• Potential to work together and thereby saving money and time</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 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and discussion of why DMC Japan might want to work with NTOs. Candidates effectively discuss 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 (5–8marks)</b> Candidates will show an understanding of the question and include explanations of why DMC Japan might want to work with NTOs. 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 (1–4 marks)</b> Candidates identify/describe some reasons why DMC Japan might want to work with NTOs. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack 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>	<b>12</b>