



## Cambridge International AS & A Level

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TRAVEL AND TOURISM

9395/41

Paper 4 Destination Management

May/June 2022

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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> benefits to Gumbo Limbo of having a membership scheme.</b></p> <p>Award one mark for each of two identified benefits for GL, plus an additional mark for an explanation.</p> <ul style="list-style-type: none"> <li>• The scheme allows GL to access more funds [1] money will come in on a regular basis that is not tied to project budgets [1]</li> <li>• The scheme helps to develop a more committed group of supporters [1] it can increase commitment and loyalty to the projects that GL are working [1]</li> <li>• GL can promote awareness of their conservation issues to a dedicated audience [1] this will allow greater reach of the issues and stimulate action [1]</li> <li>• GL will gain a database of membership names and addresses [1] this can be used in the future to promote to different groups any promotions or activities [1]</li> <li>• GL can increase public awareness of coastal and marine ecosystems [1] and this will support the educational, conservation, and research efforts at the Center [1]</li> </ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess why fundraising is an important goal for Gumbo Limbo.</b></p> <p>Candidates are expected to be aware of the NGOs and their roles and priorities. They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <p>Indicative content: Fundraise: To bring in more funds to continue the conservation work To work in partnership with other organisations and raise awareness To become self-sufficient and sustainable for the future of the organisation</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for assessment of the reasons why fundraising is important for GL. Candidates effectively assess a range of reasons and clearly attempt to weigh up their significance. There should be 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> can be awarded for an explanation of a number of possible reasons why fundraising is an important goal for GL. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> will identify/describe some possible reasons why fundraising is an important goal. 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 little or 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
1(c)	<p><b>Discuss the reasons why tourism might cause conflicts with conservation projects such as Gumbo Limbo.</b></p> <p>Candidates are expected to be aware of tourism strategies and negative environmental impacts and to be able to evaluate the list provided in Fig. 1.1 Giving good reasons for their evaluations.</p> <p>Indicative content:            Tourism might cause:            Damage to the landscape through trampling and erosion            Increase in litter, plastics, fires            Cause a disturbance to animal breeding patterns and habitats            Vandalism of sites            Traffic congestion and pollution (air, noise, water)            Extinction of animals            Depletion of resources</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for discussing a number of reasons that tourism might cause conflict with conservation. Candidates effectively discuss a range of reasons and attempt to weigh up the significance of each. 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> can be awarded for an explanation/analysis of a number of reasons that tourism might cause conflicts with conservation. There may be some attempt to discuss the reasons. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> will identify/describe some reasons tourism might cause conflicts with conservation. Information may be in the form of a list explanations are incomplete and lack coherent organisation and arguments are partial (if present). 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 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 data-bbox="316 248 1177 282"><b>Explain <u>two</u> positive economic impacts of tourism on Madrid.</b></p> <p data-bbox="316 315 1299 383">Award one mark for each of two identified reasons. Plus an additional mark for an explanation.</p> <ul data-bbox="316 421 1318 658" style="list-style-type: none"><li data-bbox="316 421 1318 517">• Increase in tourism earning and foreign exchange [1] this increase can lead to the multiplier effect with the benefits spreading around the community [1]</li><li data-bbox="316 521 1318 589">• Jobs and wealth creation [1] tourism will create roles for workers in Madrid such as in restaurants, hotels and airports [1]</li><li data-bbox="316 593 1318 658">• A growth in revenues and a receipt of taxes [1] the extra money can be used to improve Madrid's infrastructure [1]</li></ul> <p data-bbox="316 692 804 725">Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess how the city council in Madrid may help preserve the city's culture.</b></p> <p>Candidates are expected to be aware of a variety of socio-cultural impacts. They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content:</p> <p>By enhancing the traditional outdoor dances, popular festivities and the San Isidro bullfighting festival, regarded as being the most important in the world</p> <p>By the encouragement and preservation of the customs and traditions</p> <p>Helping to empower the local communities in managing their own environments</p> <p>By continuing current restoration work to restore the original entrance at the park and at the same time incorporate state of the art environmental engineering to protect the historic importance of this cultural asset</p> <p>By enhancing programmes of socio-cultural events</p> <p>Encouraging the development of civic pride</p> <p>Education</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for assessment of the ways that the city council may help to preserve its culture. Candidates effectively assess a range of ways and clearly attempt to weigh up their significance. There should be 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> can be awarded for an explanation of a number of possible ways that the city council may help to preserve its culture. There may be some attempt to assess some ways. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> will identify/describe some ways that the city council may help to preserve its culture. 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 little or 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 possible strategies to prevent conflicts between different visitor types to the attractions such as the Buen Retiro gardens.</b></p> <p>Candidates are expected to be aware tourism impacts in 4.3. They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content:  Zoning in time and place  Setting pricing mechanisms, fees for entrances  Improve communication and education  Adopt a heritage initiative  Encourage responsible tourism behaviour  Promote respect for each other  Adopt a Code of Conduct/laws</p> <p>Other relevant information should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for evaluating a number of strategies to prevent conflicts. Candidates effectively evaluate a range of strategies and attempt to weigh up the significance of each. 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> can be awarded for an explanation/analysis of a number of strategies to prevent conflicts. There may be some attempt to evaluate some strategies. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> will identify/describe some possible strategies to prevent 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 little or 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