



Cambridge International AS & A Level

TRAVEL AND TOURISM

9395/41

Paper 4 Destination Management

October/November 2022

MARK SCHEME

Maximum Mark: 50

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.

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>Explain <u>two</u> benefits of community led tourism initiatives.</p> <p>Award one mark for each of two identified benefits of community led tourism initiatives, plus an additional mark for explanation.</p> <ul style="list-style-type: none">• Community led tourism allows local residents to invite tourists to visit their communities with the provision of overnight accommodation [1] the residents earn income as land managers, entrepreneurs, service and produce providers and employees [1]• Some of the tourist income is set aside for projects which provide benefits to the community [1] this might be community facilities such as water supply, sanitation, public security and health services [1]• Community led tourism enables the tourist to discover local habitats and wildlife, and celebrates and respects traditional cultures, rituals and wisdom [1] the community will be aware of the commercial and social value placed on their natural and cultural heritage through tourism, and this will foster understanding and community-based conservation of these resources [1] <p>Accept any other reasonable response.</p>	4

Question	Answer	Marks
1(b)	<p>Discuss why staged authenticity may have negative sociocultural impacts on the Eswatini community.</p> <p>Indicative content: Candidates are expected to be aware of the sociocultural impacts of tourism in 4.3. They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <ul style="list-style-type: none"> • By adapting e.g., cultural activities or performing shows contributes to a loss in cultural authenticity • Cultures are lost and the passing down to generations sees the dilution of the original culture and can be lost forever • Can standardise culture as it loses its uniqueness • Real culture becomes hidden from the tourist • The culture becomes commodified • Loss of international understanding through adaptations to the original culture <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of possible reasons why staged authenticity may have negative impacts. 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>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of possible reasons why staged authenticity may have negative impacts. 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>Level 1 (1–3 marks) Candidates identify/describe some possible reasons why staged authenticity may have negative impacts. 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>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Marks
1(c)	<p>Discuss the benefits of NTOs working with commercial organisations in countries such as Eswatini.</p> <p>Indicative content: Candidates are expected to be aware of organisations involved in management activities in 4.1 along with supporting evidence provided from Fig. 1.1.</p> <ul style="list-style-type: none"> • Assistance with marketing and promotion • NTOs can offer support by understanding the tourism market and having knowledge of new tourism opportunities • Assistance with new products and services with possible grants • Can help with research and development • Provide expertise and assistance with labour through joint initiatives • Extend the reach of the message • Give credibility to a product or service with the backing of the national organisation <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p>Level 3 (9–12 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of a number of benefits of NTOs working with commercial organisations. Candidates effectively discuss 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>Level 2 (5–8 marks) Candidates will show an understanding of the question and include explanations of the benefits of NTOs working with commercial organisations. 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>Level 1 (1–4 marks) Candidates identify/describe some benefits of NTOs working with commercial organisations. 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 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>Level 0 (0 marks) No content worthy of credit.</p>	12

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> reasons why environmental monitoring is important for tourist destinations.</p> <p>Award one mark for each of two identified reasons and an additional mark for an explanation.</p> <ul style="list-style-type: none">• It can assess harmful effects of e.g., human impacts [1] on the air, soil, water, etc. [1]• It can establish trends in changes of the environment [1] whether there is a loss or growth of some species [1]• Monitoring provides information that is fundamental to long-term preservation [1] it will assess all flora and fauna in a destination [1]• Whilst gathering up to date information about loss of species [1] it can assess the effectiveness or damage to an area [1] <p>Accept any other reasonable response.</p>	4

Question	Answer	Marks
2(b)	<p>Assess economic impacts that a growth in ecotourism may have on Madidi National Park.</p> <p>Indicative content: Candidates are expected to be aware of economic impacts in 4.3.1. They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Positive impacts:</p> <ul style="list-style-type: none"> • Income generation • Job creation and training • Economic development • Development of infrastructure • Multiplier effect <p>Negative impacts:</p> <ul style="list-style-type: none"> • Leakages • Low skills/pay • Over dependency • Seasonality of employment • Decline in traditional employment roles • Increased living costs • Increased taxes <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and assessment of both positive and negative economic impacts. Candidates effectively assess a range of impacts 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>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of possible economic impacts. 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>Level 1 (1–3 marks) Candidates identify/describe some possible impacts. 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>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Marks
2(c)	<p>Discuss ways to prevent negative environmental impacts in Madidi National Park.</p> <p>Indicative content: Candidates are expected to be aware of the sustainable tourism practices and negative environmental impacts 4.2 and 4.3.2. They should be able to combine their knowledge with information from Fig. 2.1.</p> <ul style="list-style-type: none"> • Through sustainable tourism policies and practices • Visitor management – zoning in time and place, setting fees, control and flow of visitors • Set manageable carrying capacity • Planning control • Encouraging responsible tourist behaviour • Education <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p>Level 3 (9–12 marks) Candidates will show a clear understanding of the question and include detailed identification and discussion of a number of ways to prevent negative environmental impacts. Candidates effectively discuss 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>Level 2 (5–8 marks) Candidates will show an understanding of the question and include explanations of a number of ways to prevent the negative environmental impacts. 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>Level 1 (1–4 marks) Candidates identify/describe some ways to prevent negative environmental impacts. 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 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>Level 0 (0 marks) No content worthy of credit.</p>	12