



Cambridge International A Level

TRAVEL & TOURISM

9395/41

Paper 4 Destination Development and Management

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MARK SCHEME

Maximum Mark: 50

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **15** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

**Social Sciences-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:

- 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)
- DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- 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 ...).
- 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.)
- DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- 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).
- 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
BOD	Benefit of doubt given
REP	Repetition
NAQ	Not answered question
VG	Content of response too vague
SEEN	Page or response seen by examiner
BP	Blank page
KU	Knowledge and understanding
APP	Application
AN	Analysis
EVAL	Evaluation

Assessment objectives**AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

AO2 Application

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

AO3 Analysis

Analyse travel and tourism issues, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.

AO4 Evaluation

Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

Tables **A–D** will be used for specific questions. Please refer to the question for which tables should be used when appropriate.

Table A

Level	AO1 Knowledge and understanding 3 marks	AO3 Analysis and research 3 marks	AO4 Evaluation 3 marks
	Description	Description	Description
3	3 marks The response contains a range of explained valid points.	3 marks The response is well-balanced and considers the significance of each of the valid points mentioned. AND/OR The arguments for and against each valid point mentioned are given.	3 marks The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
2	2 marks The response contains some explained valid points.	2 marks The response gives some consideration of the significance of some of the valid points mentioned. OR The arguments for and against most of the valid points mentioned are given.	2 marks The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
1	1 mark The response is likely to be a list of valid points with little or no explanation.	1 mark The response gives some consideration to the significance of at least one valid point. OR The arguments for or against at least one of the valid points are given.	1 mark The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
0	0 marks No creditable response.	0 marks No creditable response.	0 marks No creditable response.

Table B

Level	AO2 Application 3 marks	AO3 Analysis and research 3 marks	AO4 Evaluation 3 marks
	Description	Description	Description
3	3 marks The response includes an explanation of why each of the points mentioned are relevant/suitable to the context of the question.	3 marks The response is well-balanced and considers significance of each of the valid points mentioned. AND/OR The arguments for and against each valid point mentioned are given.	3 marks The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
2	2 marks The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	2 marks The response gives some consideration of the significance of some of the valid points mentioned. OR The arguments for and against some of the valid points mentioned are given.	2 marks The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
1	1 mark At least one point has an explanation of why it is relevant/suitable to the context of the question.	1 mark The response gives some consideration of the significance of at least one valid point. OR The arguments for or against at least one of the valid points are given.	1 mark The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
0	0 marks No creditable response	0 marks No creditable response	0 marks No creditable response

Table C

Level	AO1 Knowledge and understanding 4 marks	AO3 Analysis and research 4 marks	AO4 Evaluation 4 marks
	Description	Description	Description
4	4 marks The response contains a range of valid points with a detailed explanation of each.	4 marks The response is well-balanced and considers the significance of each of the valid points mentioned. AND/OR The arguments for and against each valid point are given.	4 marks The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
3	3 marks The response contains a range of valid points with most having a detailed explanation.	3 marks The response considers the significance of most of the valid points mentioned. OR The arguments for and against most valid points are given.	3 marks The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
2	2 marks The response contains some explained valid points.	2 marks The response gives some consideration of the significance of some of the valid points mentioned. OR The arguments for and against some valid points are given.	2 marks The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
1	1 mark The response is likely to be a list of valid points with little or no explanation.	1 mark The response gives some consideration of the significance of at least one valid point. OR The arguments for or against at least one of the valid points are given.	1 mark The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
0	0 marks No creditable response.	0 marks No creditable response.	0 marks No creditable response.

Table D

Level	AO2 Application 4 marks	AO3 Analysis and research 4 marks	AO4 Evaluation 4 marks
	Description	Description	Description
4	4 marks The response includes detailed explanation of why each point mentioned is relevant/suitable to the context of the question.	4 marks The response is well-balanced and considers the significance of each of the valid points mentioned. AND/OR The arguments for and against each valid point are given.	4 marks The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
3	3 marks The response includes an explanation of why most of the points mentioned are relevant/suitable to the context of the question.	3 marks The response considers the significance of most of the valid points mentioned. OR The arguments for and against most valid points are given.	3 marks The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
2	2 marks The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	2 marks The response gives some consideration of the significance of some of the valid points mentioned. OR The arguments for and against some valid points are given.	2 marks The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
1	1 mark At least one point made has an explanation of why it is relevant/suitable to the context of the question.	1 mark The response gives some consideration of the significance of at least one valid point. OR The arguments for or against at least one of the valid points are given.	1 mark The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
0	0 marks No creditable response.	0 marks No creditable response.	0 marks No creditable response.

Question	Answer	Marks
1(a)	Explain <u>two</u> purposes of responsible tourism management. Award one mark for each of two identified reasons. Plus an additional mark for an explanation. • Helps to prevent harm to an area [1] by minimising negative economic, environmental or social impacts [1] • It can generate greater economic benefit for local people [1] and this can enhance the wellbeing of host communities [1] • Responsible tourism is about promoting and improving tourism [1] this helps to balance conflicting interests [1] Accept any reasonable responses.	4

Question	Answer	Marks
1(b)	Assess the methods used by the Mayor of Dubrovnik to reduce overtourism. Use table B to mark candidate responses to this question Indicative content: AO2 Application • Reduce cruise ships to two per day this limits the number of tourists coming at any one time • Each ship is limited to only 4000 tourists to control the number coming in/reducing the size of ship allowed • Arrange a better schedule of arrivals and departures of cruise ships to avoid everyone arriving at once/staggering them so they don't come at the same time • Improve the flow of visitors into the Old Town by promoting alternative activities/routes that visitors might take/introducing one-way systems/timed tickets • Working with the CLIA directly to get agreement from the cruise industry to adhere to the rules set AO3 Analysis and research • Reducing the number/size of ships prevents overcrowding/reduces negative environmental impacts helping the environment to recover. • Changing schedules of arrivals allows the city to recover from the influx of tourists so they can conduct maintenance. • Introducing timed tickets/specific routes for tourists visiting the Old Town prevents the issue of overcrowding/congestion/limits the number of people in certain areas so they can be maintained/recover. • The CLIA has authority over cruise ships and sets industry standards which have to be adhered to, so working with them gives weight to the rules the Mayor wants to introduce. AO4 Evaluation • It is important that even with a reduction in the number of ships visiting the city that careful planning of the embarkation times are considered because 5000 tourists is still a very high number. These visitors will need careful guiding/information to prevent any damage to artefacts or congestion in the Old Town. • Even with changing schedules of arrivals to the city there may not be enough time for the city to recover before the next inflow of visitors. There should be a dialogue with local community. • The Old Town is still vulnerable to a large number of visitors as many of the churches/museums need careful preservation. These measures by the mayor may not be sufficient to protect the city and further consideration of other methods should be taken. Accept any reasonable responses.	9

Question	Answer	Marks
1(c)	Evaluate the ways tourism brings positive sociocultural impacts to destinations. Use table C to mark candidate responses to this question Indicative content: AO1 Knowledge and understanding • Empowerment of the local community when they are involved in decisions about their local tourism industry • Preserves local customs and crafts as tourists come specifically to experience/see them • Community facilities and public services can be accessed by both residents and tourists • Strengthens cultures by encouraging residents and visitors to interact leading to cultural bonding • Develops cultural understanding, social integration as tourists mix with locals/learn from locals AO3 Analysis and research • Local people can become empowered and begin to manage their own environment so that it is preserved for future generations • Tourism interest can help with the preservation of customs and crafts so these traditional skills are not lost • Cultural bonding can occur as tourists meet up with visitors which allows for cultural understanding and education reducing conflicts between tourists and the host community • A growth in tourist numbers will result in a need for more public services which will result in better infrastructure and will benefit both hosts and visitors/improves the locals standard of living AO4 Evaluation • The main sociocultural benefit of tourism is that it helps to prevent a loss in culture and the local people continue to use their local crafts and customs which prevents them from dying out so that future generations can benefit from them. • Cultural bonding may well occur as the number of visitors enjoy mixing with the local people, however education is vital in order to prevent any conflicts. • Unfortunately, in some destinations without a strong tourism industry, local cultures will die out therefore the local community may lose their links to traditions. • Tourist destinations can benefit greatly by more development in public services/facilities such as buses/train routes that will benefit both visitors and local communities. This can ultimately attract even more visitors and benefit the destination/improve the living standard of locals. Accept any reasonable responses.	12

Question	Answer	Marks
2(a)	Explain <u>two</u> reasons why market data and research are important for UTB. Award one mark for each of two identified reasons. Plus an additional mark for an explanation. - It is important to know who potential customers are and what they will need at a destination [1] so that UTB can advise organisations about what needs should be met [1] - Such knowledge prevents spending on marketing to the wrong type of visitor [1] reducing financial waste [1] - To enhance the tourism offer [1] remain competitive [1] Accept any reasonable responses.	4
2(b)	Assess the benefits of providing tourism education for the local population in a destination. Use table A to mark candidate responses to this question Indicative content: AO1 Knowledge and understanding - Tourism education helps local people understand tourism developments - Locals can be educated about the economic benefits of tourism - Educated locals can influence customers and encourage repeat visits - Tourism education opens up opportunities for locals to develop personally and professionally - It provides a skilled workforce within the destination AO3 Analysis and research - Understanding tourism developments means that locals will support them - Understanding the economic benefits of tourism means that locals are less likely to damage the environment/attractions that appeal to tourists - If locals are knowledgeable about their destination, it gives the destination a better reputation/tourists have a better image/experience of the place - Better staff less likely to leave as they may be more invested in an organisation, thereby saving an organisation money - Having a skilled workforce within the destination means there will be less leakage AO4 Evaluation - Knowledgeable locals help a destination to be popular and to gain a profit. Disengaged/poorly educated locals may give the destination a bad name and customers will not return. Even though education may be costly it is likely to result in a more positive outcome. - Tourism education is vital as it improves understanding of the many benefits that tourism can bring and will mean that the destination is looked after by locals to ensure they can always gain an income from tourism. Accept any reasonable responses.	9

Question	Answer	Marks
2(c)	Discuss the reasons why a strong partnership between the public and private sectors is necessary for the successful management of tourism in Uganda. Use table D to mark candidate responses to this question Indicative content: AO2 Application • To increase the number of tourist arrivals and increasing tourism spending requires marketing by UTB (public) and increasing product offering by the private sector • Improving the marketing and promotion of Uganda as a tourist destination requires UTB to develop a brand and the private sector need to buy into the brand • Strengthening Uganda's capacity for tourism planning, research and marketing UTB will provide findings to the private sector so products and services can be tailored/targeted • Improving and diversifying tourist products in consultation with stakeholders/enhancing competitiveness of the private sector • Sharing knowledge between the public and private sector improves overall understanding of what is needed AO3 Analysis and research • By sharing information between partners helps to raise the profile of Uganda this means that it will encourage more visitors as there is a common understanding of tourists wants/needs • Joint marketing and promotions can be undertaken where money, resources and staffing can be saved, so that each sector does a different job and there will be no overlap of roles • Effective tourism planning identifies specific requirements of the destination and this means that private businesses know what they need to provide/reduction of overlap/know the gaps in the market e.g. too many hotels, not enough attractions/cafes/infrastructure, etc. AO4 Evaluation • It is vital to work with other interested partners as there can be gaps in knowledge and management decisions. Working together ensures that management processes can be coordinated effectively to meet the destination's needs. • Most significantly by improving communication between the two sectors, more ideas can be considered and the costs of planning and research can be shared. • Key marketing and promotional work can be very influential to the market by the two sectors working together and presenting a consistent image/brand, they can corner the market successfully by sharing contacts and establishing greater interest in Uganda. Accept any reasonable responses.	12