



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/04

Paper 4 Destination Development and Management

For examination from 2024

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **16** pages. Any blank pages are indicated.

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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 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:

- 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.

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 and research

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 table 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 and reasoned conclusion or recommendation.
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 of the valid points mentioned are given.	2 marks The response contains a conclusion or recommendation with some 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 a conclusion or 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 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 and reasoned conclusion or recommendation.
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 a conclusion or recommendation with some 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 a conclusion or 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 conclusion or recommendation. Some reasoning is given about 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 is well-balanced and 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 and reasoned conclusion or recommendation.
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 a conclusion or recommendation with some 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 a conclusion or 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 conclusion or recommendation. Some reasoning is given about 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 is well-balanced and 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 and reasoned conclusion or recommendation.
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 a conclusion or recommendation with some 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 a conclusion or 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)	<p>Explain <u>two</u> reasons why partnerships are important for destination management.</p> <p>Award one mark for each correctly identified reason and a second mark for the explanation in context.</p> <ul style="list-style-type: none"> • Allows for product knowledge sharing. [1] This sharing allows for a skills transfer and distribution of best practices models, such as support for sustainable tourism products. [1] • Harnessing the strengths of both organisations [1] benefits both visitors and locals as it offers a coordinated approach and prevents duplication of effort; this will save both time and money. [1] • Increasing cooperation by preventing misunderstandings [1] gives a harmonised approach which allows for targeted marketing; this gives a clearer message to tourists and prevents misunderstandings. [1] <p>Accept all valid responses.</p>	4
1(b)	<p>Assess the benefits to local communities, such as those in Nepal, of adopting sustainable tourism practices.</p> <p>Use Table A to mark candidate responses to this question. AO1 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks</p> <p>Indicative content Responses may include the following and any other valid points should be accepted:</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Definition of sustainable practices <p>Possible benefits include:</p> <ul style="list-style-type: none"> • conservation, preservation and protection of the community’s resources • the preservation of customs and crafts • strengthened cultural identity • empowerment of local community in managing their own environment • economically efficient • relieve the pressure on fragile resources and contribute to improvements in the quality of life of the population • manage resources efficiently. <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> • Resources are managed efficiently in ways which not only supports present needs but also supports the needs and aspirations of future generations. • Continuing enhancement of resources ensures a diversity for future growth. • Local communities benefit as their culture and customs are strengthened with practices shared from older generations to the young. This will provide authentic experiences that will celebrate and conserve the local culture. • Enhanced quality of life for the community as employment and local earning opportunities are sustained and developed. 	9

Question	Answer	Marks
1(b)	<p>AO4 Evaluation</p> <ul style="list-style-type: none"> • A major benefit is linking enhanced quality of life with sustainable community employment by spreading wealth and decision-making within the community. However, potential negative issues arise such as lack of leadership and environmental conflicts of interest. • There may be difficulty with encouraging/convincing local people to incorporate sustainable practices; changing practices may cause confusion and resentment. • Practices may create happy and proud staff and increase local productivity, but this may be at the expense of authenticity. • Difficulties in negotiating with local suppliers, including the management of practical communication. • Complexities of developing genuine relationships. <p>Accept all valid responses.</p>	
	AO1	3
	AO3	3
	AO4	3

Question	Answer	Marks
1(c)	<p>Evaluate the economic impacts of encouraging commercial organisations to develop tourism in Nepal.</p> <p>Use Table D to mark candidate responses to this question. AO2 – out of 4 marks AO3 – out of 4 marks AO4 – out of 4 marks</p> <p>Indicative content Responses may include the following and any other valid points should be accepted:</p> <p>AO2 Application Can be positive and negative impacts: Positive</p> <ul style="list-style-type: none"> • Income generation for Nepal • Increased foreign exchange • Job creation and training • Economic development • Growth in infrastructure • Multiplier effect <p>Negative</p> <ul style="list-style-type: none"> • Leakages – commercial organisations may have head offices that are based outside of Nepal • Employment may be seasonal and low paid • May contribute to decline in traditional Nepalese employment • Could contribute to increased living costs and taxes <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> • Commercial organisations may bring potential employment and wealth creation; this may be at the expense of traditional roles and over-commercialisation of a developing nation may occur. • Nepal may benefit from having a growth in infrastructure where the commercial organisation uses and benefits from better communication and other technologies such as roads, rail, bridges. • Multiplier effect has potential to bring benefits for the whole community and not just the commercial organisation. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • Multiplier effect is not always positive. Leakages come in many forms; some may be more hazardous to a developing economy such as export and financial leakage. Who really benefits? • Seasonality creates negative impacts for a developing destination and exploitation may occur with over-reliance on commercial organisations. • A developing nation needs a supportive and strategic planned approach in order to benefit the economy. • Commercial organisations tend to be interested in profit maximisation and this may be at the expense of Nepalese workforce. May be easier to train workforce from headquarters due to language/cultural barriers. <p>Accept all valid responses.</p>	12

Question	Answer	Marks
1(c)	AO2	4
	AO3	4
	AO4	4

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> ways BAC promotes awareness of the indigenous peoples of Australia.</p> <p>Award one mark for each correctly identified way and a second mark for the explanation in context.</p> <ul style="list-style-type: none"> • By offering cultural trips and packages. [1] Allowing visitors to see authentic Australia. [1] • Ensuring that the trips are run by local guides. [1] Using local guides, foods and raw materials including bush medicine, rock art and hunting. [1] • By raising awareness on internet/social media. [1] Gaining recognised awards that will promote awareness of the indigenous peoples. [1] <p>Accept all valid responses.</p>	4
2(b)	<p>Discuss the likely reasons why BAC would liaise with the local authority and tourist board before developing further tourist sites.</p> <p>Use Table B to mark candidate responses to this question. AO2 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks</p> <p>Indicative content Responses may include the following and any other valid points should be accepted:</p> <p>AO2 Application</p> <ul style="list-style-type: none"> • Land use regulation in different states and territories • Planning controls to protect the environment, heritage and indigenous peoples • Local infrastructure development and control • National marketing and promotion strategies that might impact BAC • Visitor management around heritage sites <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> • Both local authorities and tourist boards should have knowledge of land use and be able to advise BAC on appropriate sites for development. • There may be costs involved and this will impact on decision-making in relation to costs, time and resources for BAC. • Tourist boards will market and promote the destination; BAC will be keen to have their support and benefit from extra advertising. • Tourist authorities are involved in consultations and can assist with the management of infrastructure relating to the planned development. 	9

Question	Answer	Marks
2(b)	<p>AO4 Evaluation</p> <ul style="list-style-type: none"> • Both tourist board and authorities participate in a destination’s tourism development, which will help create conditions, form a synergy between the public and private sector and make strategic plans of the tourist supply on the area and its community. Without full understanding and cooperation BAC may have planning applications rejected. • Tourist boards and local authorities may have their own agendas when considering tourist site development. Strategies and policies may cause conflicts between public and private partners. BAC would need to be aware of and understand consultation procedures; this could help with prevention of loss of time, money and resources. • There are often rigorous land use planning controls which may prevent tourist site development. Heights of buildings and distances from beaches can cause costly changes to plans. This shows importance of understanding local planning and development issues. • An informed and accurate picture can be gained by liaison with tourist boards and authorities to appreciate where appropriate development will be successful as a tourist site that has the potential to benefit all parties. <p>Accept all valid responses.</p>	
	AO2	3
	AO3	3
	AO4	3

Question	Answer	Marks
2(c)	<p>Assess the ways cultural understanding can help preserve indigenous cultures.</p> <p>Use Table C to mark candidate responses to this question. AO1 – out of 4 marks AO3 – out of 4 marks AO4 – out of 4 marks</p> <p>Indicative content Responses may include the following and any other valid points should be accepted:</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Allows visitors to directly appreciate the ways of some cultures. • Good education and understanding helps to encourage respect between the host community and tourists. • May assist with the strengthening of the rights of indigenous people, their indigenous culture and customs. • Preservation of cultures could occur and community benefits could be maintained. • Will help to strengthen cultural identities and cultural bonding between hosts and tourists. <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> • Cultural understanding allows appreciation of indigenous cultures such as cooking, collecting of raw materials, etc. This prevents irresponsible behaviour by the tourist and allows for experiences that will not change or alter the indigenous lifestyles. • The more visitors understand, the less likely that staged authenticity will occur and continuation of the people’s lifestyles and their heritage will continue. • Understanding the culture of others could reduce commodification and therefore reduce the loss of culture and allow the growth of local arts, crafts and language. • Good education and understanding helps to prevent conflicts and any crimes and social problems that may arise. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • Cultural understanding will only preserve indigenous cultures if tourists are willing to act responsibly and understand the cultures that they may encounter. • Some communities have already embarked on staged authenticity in order to appease tourists and this may have already diluted the indigenous culture. • Full understanding must come from not only tourists but the operators who encourage tours to such destinations. Cultures can become commodified and without clear understanding of the issues indigenous cultures will be lost. Therefore, accurate cultural understanding is vital to protect indigenous communities. <p>Accept all valid responses.</p>	12

Question	Answer	Marks
2(c)	AO1	4
	AO3	4
	AO4	4

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