



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/41

Paper 4 Destination Management

October/November 2020

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 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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 Sciences and Humanities Subject 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, e.g. a scattergun approach to a question asking for n items
- 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>Explain <u>two</u> likely political objectives of tourism development for Argentina.</p> <p>Award one mark for each of two identified objectives and an additional mark for an explanation.</p> <p>Political objectives for Argentina will likely have enhanced image of the country [1] e.g., showing the real culture of the country which can then be used in marketing and promotion [1] Argentina will also benefit from having a better reputation [1] this will prevent negative appearance and show stability within the country [1] To show future customers that the country is safe and merits a visit [1] this will encourage growth in the economy [1]</p> <p>Accept any reasonable interpretation from Fig. 1.1.</p> | 4 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(b) | <p>Assess the importance of working in partnerships in order to further tourism development in destinations such as Argentina.</p> <p>Candidates are expected to be aware of the partnerships of commercial and non-commercial organisations, the local community, and visitors. They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <p>Indicative content: Shared responsibilities Equal opinions Synergy Joint marketing Shared resources Useful contacts and networking Each partner brings expertise and different skill sets</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) can be awarded for analytical comments about the importance of working in partnerships in order to further tourism development in Argentina. 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>Level 2 (4–6 marks) can be awarded for an explanation of the importance of working in partnership. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–3 marks) candidates will identify/describe the importance of working in partnership. 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 of working in partnerships. Answers may be generic in their description.</p> <p>Level 0 (0 marks) No content worthy of credit.</p> | 9 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(c) | <p>Evaluate the economic impacts of tourism on Argentina.</p> <p>Candidates are expected to be aware of economic impacts and to be able to evaluate the impacts provided in Fig. 1.1 giving good reasons for their evaluation.</p> <p>Indicative content: According to the president, through the Argentina tourism development plan a minimum of 300 000 new jobs will be created by 2020, with a direct investment of 11.7 billion pesos.</p> <p>Positive impacts:</p> <ul style="list-style-type: none"> • Income generation • Multiplier effect • Job creation and training • Development of infrastructure • Increased foreign exchange <p>Negative impacts:</p> <ul style="list-style-type: none"> • Leakages • Low skills, low pay, seasonal jobs • Over dependency • Increased living costs • Increased taxes <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (9–12 marks) can be awarded for evaluation of both positive and negative economic impacts. Candidates effectively evaluate a number of economic impacts and attempt to weigh up the significance of each one. There should be 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) can be awarded for an explanation of some economic impacts on Argentina. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–4 marks) candidates will identify/describe some economic impacts of tourism. 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 economic impacts. 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> ways Greek tour operators can encourage responsible tourist behaviour.</p> <p>Award one mark for each of two identified ways and an additional mark for an explanation.</p> <p>Putting information in brochures and websites before visits [1] to educate visitors on best practice and behaviour [1] Use local guides for the visitors' holiday experience [1] they will have knowledge and experience of the area and be able to explain local issues [1] Draw visitors attention to an ethical code of conduct display [1] this should detail appropriate areas to visit and appropriate behaviour [1]</p> <p>Accept any other reasonable answer.</p> | 4 |
| 2(b) | <p>Assess the importance of planning controls in destinations such as Greece.</p> <p>Candidates are expected to be aware of planning control as given in 4.2 (b). They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content: Helps to preserve the environment. Retains authentic listings and archaeological reserves. Prevents unsightly developments. Ensures that any buildings are completed to the correct quality and standards. Ensures that buildings are safe within the community and for visitors.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) can be awarded for analytical comments about the importance of planning control. 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>Level 2 (4–6 marks) can be awarded for an explanation of the importance of planning control. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–3 marks) candidates will identify/describe some ways in which planning controls are important. 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>Level 0 (0 marks) No content worthy of credit.</p> | 9 |

| Question | Answer | Marks |
|----------|--|-------|
| 2(c) | <p>Evaluate the positive environmental impacts that tourism may bring to countries such as Greece.</p> <p>Candidates are expected to be aware of the environmental impacts of tourism I 4.3.2 and 4.2 (a). They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content: Improve assets. Conservation/preservation opportunities. Protection. Regeneration of local environments and native flora and fauna. Use of sustainable resources.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (9–12 marks) can be awarded for evaluative comments about positive environmental impacts of tourism. Candidates effectively evaluate a number of impacts 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>Level 2 (5–8 marks) can be awarded for an explanation of the positive environmental impacts of tourism. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p>Level 1 (1–4 marks) candidates will identify/describe some positive environmental impacts of tourism. 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>Level 0 (0 marks) No content worthy of credit.</p> | 12 |