

Cambridge International A Level

TRAVEL & TOURISM

9395/42

Paper 4 Destination Development and Management

May/June 2024

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 May/June 2024 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 **14** 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 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 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.

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 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 most 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 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 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 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 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 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> political objectives of the Ministry of Culture for Tourism in Türkiye.</p> <p>Award one mark for each of two identified reasons. Plus an additional mark for an explanation.</p> <p>Enhanced image [1] by promotional and marketing activities. [1] Better reputation of the country [1] using arts and cultural events around the world. [1] Good international relations [1] including setting strategies and working with other destinations to improve understanding. [1] Marketing destination [1] through advertising and promotional efforts. [1]</p> <p>Accept all valid responses.</p>	4
1(b)	<p>Assess the ways tourism ministries can help preserve the culture in destinations, such as Türkiye.</p> <p>Follow the marking guidance at the top of this mark scheme and use Table A to give marks for each candidate response.</p> <p>AO1 – 3 KU AO3 – 3 AN AO4 – 3 EVAL</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • By having clear strategies • Setting research and budgets • Having clear priorities on culture • Education • Marketing <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Cultural activities bond the different generations and allows for cultural crafts to be retained. • The community gain strength and importantly have belief in their abilities as well as their products. This will help them to grow. • Vital social integration is developed. This allows greater mixing and understanding of cultures. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • A major benefit of these strategies is enhancing the preservation of areas. These will be lost if there is no clear protection in place. • The ministry may have to enforce certain rules and laws to protect the areas. • All strategies must be assessed according to budgets available. This is the most important aspect as most forms of preservation of cultural landscapes depend on good research and funding mechanisms. <p>Accept all valid responses.</p>	9

Question	Answer	Marks
1(c)	<p>Discuss the reasons why having Blue Flag certification is important for Türkiye.</p> <p>Follow the marking guidance at the top of this mark scheme and use Table D to give marks for each candidate response.</p> <p>AO2 – 4 APP AO3 – 4 AN AO4 – 4 EVAL</p> <p>AO2 Application</p> <ul style="list-style-type: none"> • Safe and not dangerous to swim • Clean environment • Popular with holidaymakers and local people • Easy to understand significance • Marketing, reputation and image <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Healthy and natural environments are a draw for visitors and if they are not looked after they will be lost and this means tourists may not wish to visit. • Destinations are more attractive to different types of tourists if they consider an area to be clean and safe such as specialist tourism groups e.g. ecotourists to visit. • Will give environmental importance to an area, this can help with educating visitors on why there is a need to keep them safe. • Identification of a safe place to swim allows visitors to easily recognise significance. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • A major significance of a Blue Flag beach award means that there is positive understanding of the environmental, educational, safety, and accessibility criteria to the area. • Tourists can be educated on the benefits of Blue Flag awards, and this can encourage good practice and lead to a reduction in beach rubbish and damage. • Blue Flag emphasises the importance of protecting species to maintain balance in the oceans, especially coral reefs, and beaches. The importance of sustainable practices can be emphasised. • Notably, the significance of the Blue Flag beach certification has international meaning and can be understood by every visitor regardless of culture. <p>Accept all valid responses.</p>	12

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> roles of The Netherlands-Project.</p> <p>Award one mark for each of two identified reasons. Plus an additional mark for an explanation.</p> <ul style="list-style-type: none">• Supports tourism [1] using their contacts and destination management. [1]• Active with environmental protection [1] such as caring for nature in the Netherlands. [1]• Aim to take care of the local population [1] by developing, networking and exchanging ideas. [1] <p>Accept all valid responses.</p>	4

Question	Answer	Marks
2(b)	<p>Assess the likely benefits for The Netherlands-Project of working with other tourism organisations.</p> <p>Follow the marking guidance at the top of this mark scheme and use Table B to give marks for each candidate response.</p> <p>AO2 – 3 APP AO3 – 3 AN AO4 – 3 EVAL</p> <p>AO2 Application</p> <ul style="list-style-type: none"> • Brings knowledge sharing and collaboration. • Helps to increase budgets for projects. • Helps to avoid duplication of effort. • Finds solutions to individual and collective challenges. • Increases market opportunities/joint marketing opportunities. • Resolve environmental and social problems. <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Governmental bodies can offer good governance and effective policies to work with. • Other NGOs: in dialogue and promote awareness of issues with businesses and governments. • Research & Education organisations: raising know-how and competences. • Destinations around the world: managing, monitoring, and marketing. • Commercial businesses: competitiveness and innovation for the supply chain. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • It is vital so that there is no wastage in duplication of resources and funding as this reduces the effectiveness of tourism planned. • Working together on joint projects is most significant as this will bring a stronger message to tourists and the tourism community, as there are no mixed messages during planning and promotional activities. • Research and planning for projects will gain extra support and significance as knowledge and expertise of staff across the different organisations will prevent confusion and give assistance to the local community save each organisation time and resources. <p>Accept all valid responses.</p>	9

Question	Answer	Marks
2(c)	<p>Discuss the possible economic benefits of tourism for destinations.</p> <p>Follow the marking guidance at the top of this mark scheme and use TABLE C to give marks for each candidate response.</p> <p>AO1 – 4 KU AO3 – 4 AN AO4 – 4 EVAL</p> <p>AO1 Knowledge and understanding</p> <ul style="list-style-type: none"> • Provides income generation • Employment opportunities • Multiplier effect • Economic development <p>AO3 Analysis</p> <ul style="list-style-type: none"> • Income generation from tourists can be used to help develop infrastructure and community facilities in the destination. • The multiplier effect allows for benefits to the whole economy and gives opportunity for investment and long-term benefits. • There are many employment opportunities which may have training and educational benefits. • The added value of the sector shows that the tourism industry offers more than just money to a destination, it also brings extra value in terms of indirect jobs, supply chains and through catering/shopping etc. <p>AO4 Evaluation</p> <ul style="list-style-type: none"> • There are many positive aspects to the economic benefits of tourism, the greatest impact will be the growth in the economy. GDP will grow and this allows the government to afford better services and infrastructure for the people of the destination. • Generally, job roles may be only seasonal, and this means that the income to the local community is lost at certain times of the year, this can bring hardship. However, some tourism jobs, such as those in the MICE industries, will be all year round, meaning the benefits are significant and not seasonal. • Most notably the economic benefits from foreign exchange will bring in extra funding the country. This will benefit the provision of new facilities such as the transportation sector. • As the economy grows tourism training can benefit the employees. Funds will become available and the better the customer service the more likely better reviews and more tourists. This is an important aspect of the benefits of positive economic impacts as it is grounded in the people who make the tourism experience possible. <p>Accept all valid responses.</p>	12