

**MARK SCHEME for the October/November 2008 question paper**

**9395 TRAVEL AND TOURISM**

**9395/04**

Paper 4 (Specialised Tourism), maximum raw mark 50

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Question No.	Expected Answer	Mark	Focus	
1 (a)	<p><i>Suggest <b>three</b> economic benefits of this tourism project to the local Bedouin community.</i></p> <p>Award one mark for each of three valid identifications such as:</p> <ul style="list-style-type: none"> <li>• provides financial benefits empowerment for local people</li> <li>• provides jobs in restaurants and hotels</li> <li>• provides financial benefits for conservation</li> <li>• work experience</li> <li>• business set up knowledge</li> </ul> <p>Credit all appropriate examples.</p>	3	4.1	AO2
(b)	<p><i>Identify <b>two</b> ways in which the Project supports responsible tourism.</i></p> <p>Award one mark for each of two valid identifications such as:</p> <ul style="list-style-type: none"> <li>• recycling/re-using (accept both)</li> <li>• energy efficiency</li> <li>• composting</li> </ul>	2	4.1	AO2
(c)	<p><i>Discuss positive and negative cultural impacts that the redevelopment of Sheikh Salem House may have on the Bedouin Community.</i></p> <p><u>Use level of response criteria</u>            Level 1 (1–4) will be descriptive of simple impacts will only cover <b>either</b> positive <b>or</b> negative impacts.            Level 2 (5–6) will describe both positive and negative impacts.            Level 3 (7–8) will discuss both positive and negative impacts with a clear link to the cultural implications relating to the Bedouin community.</p> <p><b>positive</b></p> <ul style="list-style-type: none"> <li>• preservation of customs – (retained for the benefit of tourists such as greeting methods)</li> <li>• preservation of crafts, continuing making e.g., pots, fabrics for the benefit of both community and visitors</li> <li>• preservation of traditions e.g. food ceremonies</li> </ul> <p><b>negative</b></p> <ul style="list-style-type: none"> <li>• tourist inappropriate behaviour – wearing of inappropriate clothing into sites of religious importance</li> <li>• crime – more tourists are clearly targeted by pickpockets and often have goods stolen</li> <li>• loss of local customs – customs get changed over time for the amusement and appeasement of the visitors</li> </ul> <p>Credit all valid answers.</p>	8	4.1 4.2	AO1 – 4 AO3 – 2 AO4 – 2

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<p>(d)</p>	<p><i>With reference to at least one eco-tourism project with which you are familiar, assess how the roles of public, private and voluntary sectors support eco-tourism projects.</i></p> <p>Candidates are expected to have made a study of at least one eco-tourism project and be fully familiar with it covering issues such as:</p> <ul style="list-style-type: none"> <li>• funding – make a profit</li> <li>• joint initiatives</li> <li>• marketing</li> <li>• education</li> <li>• raising awareness</li> <li>• putting pressure on planners, governments, etc.</li> <li>• offering a service</li> </ul> <p>Award other valid reasoning.</p> <p><u>Use level of response criteria</u>  Level 1 (1–4 marks) will be descriptive of the project.  Level 2 (5–8) will analyse at least one aspect of the public, private or voluntary sectors.  Level 3 (9–12) will have a clear evaluation of the project and the roles of the public, private and voluntary sectors. There will be some conclusion about the project and the operation.</p>	12	4.1	AO1 AO4
<p>2 (a)</p>	<p><i>Adventure tourism activities can be divided into the following three categories: water based, land based and air based. Give <b>one</b> example for <b>each</b> category.</i></p> <p>Award one mark for each of three valid identifications such as:  <b>water:</b> sailing, surfing, canyoning – (can be both land and water) kayaking, windsurfing  <b>land:</b> caving, dog sledding, zorbing, mountaineering, horse riding  <b>air:</b> skydiving, kite surfing, hot air ballooning</p> <p>Credit all valid examples given.</p>	3	4.3	AO1
<p>(b)</p>	<p><i>Explain <b>three</b> ways in which winter based activities can cause negative environmental impacts.</i></p> <p>Award one mark for each of three valid reasons and a further mark for each of three developments.</p> <ul style="list-style-type: none"> <li>• erosion (1) – caused by skiers damaging trees and soil (1)</li> <li>• trespass (1) – skiers travelling off piste – avalanche problems (1)</li> <li>• loss of habitats (1) – damage to flora and fauna, birds and mammals (1)</li> <li>• litter (1) – tourists dropping food and drink wrappers at ski centres and après ski sites</li> </ul> <p>Credit all valid reasoning.</p>	6	4.3 4.1	AO2 – 3 AO3 – 3

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<p><b>(c)</b></p>	<p><i>Describe <b>two</b> ways in which negative environmental impacts can be minimised at a winter holiday destination.</i></p> <p>Award one mark for each of two valid identifications and then a further one mark for each if appropriately expanded. Correct ideas include:</p> <ul style="list-style-type: none"> <li>• tourist education (1) – resort managers can raise awareness through publications, etc. (1)</li> <li>• pricing mechanisms (1) – minimise visitor numbers through target pricing (1)</li> <li>• habitat replacement (1) – resort initiate activities to replant and protect endangered sections through zoning etc. (1)</li> </ul>	<p>4</p>	<p>4.1 4.3</p>	
<p><b>(d)</b></p>	<p><i>With reference to examples with which you are familiar, assess how the traditions and lifestyles of host populations are changed by adventure tourism activities.</i></p> <p>Lifestyles, traditions should be clearly discussed for level 3 answers.</p> <p>Assessment could be either positive or negative.</p> <ul style="list-style-type: none"> <li>• threats on traditional values – loss of respect for the host nation</li> <li>• creates employment and makes local communities more viable</li> <li>• develops infrastructure</li> <li>• greater understanding of different cultures</li> <li>• custom may be lost or adapted for new tourism market</li> <li>• change in type of commodities sold in shops e.g., souvenirs instead of groceries</li> <li>• loss of local homes to second home/holiday homes</li> <li>• new lifestyle and behaviour is brought in – demonstration effect</li> <li>• loss of privacy</li> <li>• visitor congestion</li> </ul> <p>Credit all valid reasoning.</p> <p><u>Use level of response criteria</u>            Level 1 (1–4) will be description of traditions and lifestyles with poor links to how populations are changed.            Level 2 (5–8) will clearly attempt an analysis of traditions and lifestyles.            Level 3 (9–12) will offer clear evaluation of traditions and lifestyles and how they are changed due to the influx of tourists doing adventure activities. We should expect a valid reasoned conclusion for top level 3.</p>	<p>12</p>	<p>4.1 4.2 4.3</p>	<p>AO1 – 4 AO3 – 4 AO4 – 4</p>