

**MARK SCHEME for the October/November 2011 question paper
for the guidance of teachers**

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, which would have considered the acceptability of alternative answers.

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

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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- 1 (a) Identify and explain **two** ways in which the Njari Lodge and Campsite have had negative environmental impacts.

Two marks for identification and two further marks for explanation.

- Use of local food and water (1) grown by local communities is not inappropriate or detrimental to the area (1).
- Very little pollution (1) no electricity used (1).
- No conflicts with local community (1) very little noise, congestion or overcrowding as project limits numbers of people visiting at any one time (1).

- (b) Discuss the importance to the community of the Njari Lodge and Campsite providing cultural activities for its visitors. [9]

Level 1 (1–3 marks)

Candidate identifies the importance.

Level 2 (4–6 marks)

Candidate explains the importance.

Level 3 (7–9 marks)

Candidate assesses the importance.

Indicative content:

Cultural activities – choir, traditional dancing, singing, visit to local bar, lessons in Kiswahili, visit small farm:

- includes all community
- preserves traditions
- maintains traditions for future generations
- sustains cultural activities so that young continue and do not lose importance of heritage
- creates greater understanding/appreciation of culture
- education
- perpetuates interest.

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(c) The success of the Kilimanjaro Ecotourism Project relies on the input and support of the local people.

Evaluate the ways in which the input and support of the local people are vital to the success of the project. [12]

Level 1 (1–4 marks)

Candidate identifies/describes the ways.

Level 2 (5–8 marks)

Candidate explains the ways.

Level 3 (9–12 marks)

Candidate evaluates the ways in which input and support are vital.

Indicative content:

- by providing local food and hot water
- helping to sustain cultural activities
- working in jobs such as watchman, cleaner, guide, etc.
- supporting the ethos of the project – working with Njari and not trying to compete
- perpetuate the economic and social well-being of the area
- sustain present generation and environment without compromising them for the future of the area.

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2 (a) Explain two negative environmental impacts that may occur due to the growth of adventure tourism in the Tusheti National Park.

Two marks for two identifications, with a further two marks each for explanation.

Indicative content:

- biologically one of the richest areas on earth (1) most threatened area that needs to be protected from intrusion of visitors (1)
- ecosystems can be disrupted (1) visitors may not understand importance of the area and cause environmental damage (1) such as pollution (1)
- inappropriate development (1) increased wear and tear of environment (1).

(b) Georgia is a new destination for adventure tourism. The area could become extremely popular with visitors.

Assess the benefits to the local population of a growth in adventure tourism in this area. [9]

Level 1 (1–3 marks)

Candidate identifies benefits.

Level 2 (4–6 marks)

Candidate explains benefits.

Level 3 (7–9 marks)

Candidate assesses the benefits to the local people of a growth in adventure tourism.

Indicative content:

- may provide jobs, income, wealth for the area
- may give stability to the area
- could bring improvement to the infrastructure, including resources, roads, housing
- helps to promote international understanding
- may bring in investment to the area that benefits locals
- may only affect a few local people: this is an 'outside' tour operator who will benefit from most of the interest
- jobs may be limited, seasonal and offer little in skills base
- investment may be dominated by one or two companies only
- may make area over-commercialised and culture may be lost.

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(c) The tour operator works in partnership with the United Nations and the government to protect the mountains.

Discuss the benefits of such a partnership to local communities.

Level 1 (1–4 marks)

Candidate identifies importance.

Level 2 (5–8 marks)

Candidate explains the importance to local communities.

Level 3 (9–12 marks)

Candidate discusses fully the possible importance of collaboration.

Indicative content:

- can develop products and promote areas, particularly environmentally and culturally
- protects the biodiversity of the area
- conserves the importance of the area
- encourages minimal growth of unnecessary development
- educates visitors
- encourages controlled tours and explorations
- may introduce systems for protection of the area, such as zoning and seasonal visits
- may encourage work camps and volunteer camps
- prevents over-development
- can attract income to be brought into an area
- can help to develop projects that are seen to be virtually impossible by involving other agents and stakeholders
- policies can be drawn up to maximise the benefits to local people
- can improve quality and range of developments
- can give a coherent strategy for tourism projects
- can give greater weight to a project so it is therefore taken more seriously
- can attract funding from a variety of sources
- has the backing of an established government or organisation that carries benefits of extra resources that local communities can use/call upon when required
- enhances promotion
- minimises disruption
- training.