

**MARK SCHEME for the May/June 2010 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.

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Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	04

Question	Answer	Guidance
<p>1 (a) Identify <i>three</i> positive impacts of tourism on 'green tourist destinations'. [3] [1 × 3]</p>	<p>One mark for up to three identifications from:</p> <ul style="list-style-type: none"> <li>• Brings in wealth</li> <li>• Creates employment</li> <li>• In Thailand tourism is main source of foreign exchange</li> <li>• Maintain a country's interest in its own cultural and artistic heritage</li> <li>• Foster genuine friendships</li> </ul>	
<p>(b) Mount Everest is a site for many adventure tourists. Identify and explain <i>two</i> negative environmental impacts that trekkers bring to the mountain. [4] [2 × 2]</p>	<p>One mark each for up to two identifications with a further two marks for exemplification.</p> <p>Discarded rubbish left on routes towards summit (1) 2000 tons (1) Soil erosion (1) caused by lots of walker trampling (1) Water pollution (1) visitor causing pollution waste increased (1)</p>	
<p>(c) Discuss reasons why the World Wildlife Fund for Nature official thinks that the "2004 tsunami was nothing compared to the impact of tourism in Thailand." [9]</p>	<p>Level of response, 1, 2, 3 Level 1 (1–3 marks) Candidate identifies reasons Level 2 (4–6 marks) Candidate explains the reasons Level 3 (7–9 marks) Candidate evaluates the reasons</p> <p>Indicative comment:</p> <ul style="list-style-type: none"> <li>• expensive land</li> <li>• people forced to sell ancestral homes losing only asset</li> <li>• competition for schools</li> <li>• local community suffer</li> <li>• over-fishing</li> <li>• corals damaged</li> <li>• lost biodiversity</li> <li>• lost primary forest/soil</li> <li>• building of hotels upstream is creating a lot of sediment in the water</li> <li>• also affects mangroves on east coast</li> <li>• waste water still pumped out to sea</li> </ul>	

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	04

<p>(d) Fig. 1 gives a very negative view of eco-tourism. With reference to <i>one</i> eco-tourism project with which you are familiar, evaluate its successes on a local scale. [9]</p>	<p>Level 1 (1–4 marks) Candidate identifies positives/successes of an eco tourism project. Level 2 (5–8 marks) Candidates analyses/explains positives/successes of an eco tourism project. Level 3 (9–12 marks) Candidate discusses positives/successes of an eco tourism project.</p> <p>Possible indicative comment: Cultural – community projects, involving all local people and continuing cultural aspects, such as dance, dress, etc. Environmental – protecting land; conservation; pollution controlled for future generations. Economic – securing local jobs and preventing people from moving away; keeping young involved.</p>	<p>Project should be named, but no marks are given for this.</p>
<p>2 (a) Identify and explain <i>three</i> ways in which adventure tourism has encouraged the growth of businesses at Elounda Bay. [6]</p>	<p>One mark for up to three identifications with a further one mark each for three explanations.</p> <p>From: Boats to hire Lessons/tuition Sale of equipment Private lessons Five hour package There is a need to diversify due to the decline in traditional industry Supported or changed the original industries that were once the mainstay of the economy providing an essential service to tourists Need new jobs/economy insufficient; other local business to support community; multiplier effect – benefits restaurants, cafes, etc.</p>	

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2010	9395	04

<p><b>(b) Assess the problems that an over-reliance on tourism may bring to local communities similar to those on the Greek islands. [9]</b></p>	<p>Level 1 (1–3 marks) Candidates identify the issues. Level 2 (4–6 marks) Candidates analyse/explain the issues. Level 3 (7–9 marks)</p> <p>Indicative comment: Negative Cultural, environmental, political, social and economic. Candidates assess the issues that an over-reliance on tourism may bring to the Greek islanders.</p> <p>From: If tourist numbers decline this may result in loss of jobs/income/wealth; people will eventually move away; communities disintegrate; young move away.</p>	<p>Must be contextualised to an island community.</p>
<p><b>(c) Discuss how the cultures and traditions of host populations may conflict with the pursuits of adventure tourists. [10]</b></p>	<p>Level 1 (1–3 marks) Candidates identify conflicts Level 2 (4–6 marks) Candidates analyse/explains the conflicts Level 3 (7–10 marks) Candidates discuss the conflicts.</p> <p>From: Communities may alter the traditional industry/business to channel to tourists; this may result in a loss of traditional industry, culture, etc. Loss of culture/tradition due to build up of new sporting activities. Traditions change – tourists want entertainment and may not stick to religious or other customs of the host population.</p>	

**Jun-10**

**9395/04**

	AO1	AO2	AO3	AO4	
<b>1 (a)</b>		3			3
<b>(b)</b>		2	2		4
<b>(c)</b>	3		3	3	9
<b>(d)</b>		3	3	3	9
<b>2 (a)</b>	3	3			6
<b>(b)</b>		3	3	3	9
<b>(c)</b>	3		3	4	10
	9	14	14	13	50