

MARK SCHEME for the May/June 2015 series

9395 TRAVEL AND TOURISM

9395/42

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2015	9395	42

- 1 (a) Using fig.1 (Insert), explain two reasons why tourists should feel safe on these cultural tours in South Africa. [4]

The use of accredited guides as tour leaders (1) who look after the practicalities and accompany you at all times. (1)

Itineraries are researched with enormous attention to pace and variety. (1) Small groups allow for better access and allow visitors to get a personal experience (1)

- (b) Explain fully how cultural tours may help to preserve the heritage and culture in destinations such as South Africa. [9]

Tourists visit to see culture and heritage – perpetuates interest. Helps to sustain practices
Creates greater understanding and appreciation – Education – benefits all who come into contact with tourists.

Raise awareness of cultural organisations and events and bring in much needed financial benefits to help to conserve all cultural aspects.

Levels of response

Level 1 (1–3)

Candidate identifies/describes some ways that cultural tours may help. Information may be in the form of a list. There is little or no attempt to explain fully. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.

Level 2 (4–6)

Candidate describes a number of ways that cultural tours may help. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (7–9)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively explains fully the possible ways. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

- (c) Discuss the extent to which a large increase in tourism might destroy the authenticity of destinations such as South Africa [12]

Loss of real cultural identity as meanings are lost due to watering down of culture to accommodate tourists, e.g. altering crafts, dances, festivals just for tourists

Loss of real traditions that should be passed down to future generations but become changed or lost.

Commodification will occur as tourism can turn local cultures into commodities when religious rituals, traditional ethnic rites and festivals are reduced and sanitized to conform to tourist expectations, resulting in what has been called "reconstructed ethnicity."

Once a destination is sold as a tourism product, and the tourism demand for souvenirs, arts, entertainment and other commodities begins to exert influence, basic changes in human values may occur.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2015	9395	42

Sacred sites and objects may not be respected when they are perceived as goods to trade. This alters how hosts perceive their own culture and may cause conflict with tourists.

Levels of response

Level 1 (1–4)

Candidate identifies/describes some aspects (positive or negative). Information may be in the form of a list. There is little or no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.

Level 2 (5–8)

Candidate describes a number of aspects. May include explanations of a number of possible ways. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (9–12)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively discusses the possible methods. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

- 2 (a) **Using Fig. 2 (insert), explain two ways in which Ecotours-BC offers a wilderness experience.** [4]

A tour with Ecotours-BC connects you with wild creatures in their natural habitat (1) living outdoors at one with nature. (1) We stay in the remote areas (1) of the huge forest where you are able to see all of nature and many of the wild creatures. (1)

- (b) **Explain fully the ways in which companies such as Ecotours-BC might be able to prevent negative environmental impacts.** [9]

Restrict areas visited, e.g.

Zoning

Fee setting to incorporate funds to repay or conserve further the area

Small groupings

Time and space management

Employ more experienced guides and volunteers to protect the environment and prevent over usage

Levels of response

Level 1 (1–3)

Candidate identifies/describes some impacts. Information may be in the form of a list. There is little or no attempt to explain fully. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.

Level 2 (4–6)

Candidate describes a number of negative impacts. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge International A Level – May/June 2015	9395	42

Level 3 (7–9)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively explains fully the negative impacts. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

(c) Analyse how wilderness adventure tourism activities might bring economic impacts to areas such as British Columbia, Canada. [12]

Income generation/increase in wealth to the wilderness area – this can be linked to funds raised for preservation and keeping the area in a wilderness state.
 May provide jobs for the local guides/hoteliers/restaurateurs/café owners, etc. but not on an enormous scale. The guiding aspect is very specialised and therefore can only be done by a small number of individuals.

This small scale is also a negative impact where only a small number of workers are required and most probably on seasonal basis.

Levels of response

Level 1 (1–4)

Candidate identifies/describes some impacts. Information may be in the form of a list. There is little or no attempt to analyse. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.

Level 2 (5–8)

Candidate describes a number of aspects. May include explanations of a number of possible impacts. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (9–12)

Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively analyses the possible economic impacts. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.