

**MARK SCHEME for the May/June 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 May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9395	04

- 1 (a) Give three reasons why Sapodilla Cayes Marine Reserve may benefit from marine conservation tourism. [3]

One mark for up to three identifications:

- monitor, maintain the marine environment (1) by surveying commercial species such as Lobster and Conch (1)
- protect spawning fish (1) maintains fish stocks for future use (1)
- water quality testing (1) shows level of eco damage and associated erosion (1)
- turtle conservation (1) protection of species (1)
- reef check surveys (1) for long term global studies and analysis (1)
- backing and support from NGO's gives more credence to projects (1) support through publicity, money, etc will make more success (1).

- (b) Explain why it is important that “guests integrate into the local community.” [4]

One mark for each identification with a further mark each for explanation:

- recognise the needs of the area/environment (1) prevents undue damage (1)
- guests gain greater appreciation of the needs of the local people (1) and do not upset the host community through ignorance (1)
- minimise negative impacts (1) carrying capacity (1).

Credit only socio-culture responses.

- (c) Assess the need for a “responsible tourism global accreditation scheme.” [6]

Level 1 (1–2 marks)

Candidate identifies needs.

Level 2 (3–4 marks)

Candidate explains needs.

Level 3 (5–6 marks)

Candidate discusses needs for a scheme.

Indicative content:

- standard for holiday providers and tourists to adhere to
- gives public understanding of the product and expectation
- good way to encourage responsible behaviour
- education and advice
- screening of holidays enables only authentic or genuine eco holidays to be accredited
- genuine protection for the environment
- work with local people
- may just be a publicity stunt
- not taken seriously by industry and operators alike.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9395	04

(d) Discuss whether providing adventure tourism is compatible with conservation. [12]

Level 1 (1–4 marks)

Candidate identifies areas of compatibility.

Level 2 (5–8 marks)

Candidate explains areas of compatibility.

Level 3 (9–12 marks)

Candidate assesses areas of compatibility.

Indicative content:

- diving in a marine protected area can cause environmental damage – litter, visual, noise
- must consider carefully all conservation issues before embarking on activity
- erosion of habitats
- loss of natural vegetation/soil
- contamination of habitats
- visitor congestion
- may provide access to areas previously unattainable
- draws attention and provides publicity to the conservation plight
- good for involving visitors and host alliances
- brings jobs/money into the area – can educate and help raise awareness and much needed resources to continue the conservation work if done appropriate and sensitively.

2 (a) Explain two reasons why Venice has introduced ten rules for tourists. [4]

One mark for up to 2 identifications with a further two marks for explanation:

Indicative content:

- to educate tourists (1)
- to move around the city thoughtfully (1)
- always walk on the right (1)
- by not stopping on bridges (1)
- prevent conflicts (1)
- help spread the benefits of tourism (1)
- make life better for locals (1).

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2011	9395	04

- (b) Discuss likely reasons why Armando Peres would be “horrified at the possibility of a historic city such as Venice becoming something of a theme park.” [9]**

Level 1 (1–3 marks)
Candidate identifies reasons.

Level 2 (4–6)
Candidate explains reasons.

Level 3 (7–9)
Candidate discusses reasons.

Indicative content:

- would change the culture and nature of Venice
- over commercialisation
- loss of traditions
- loss of identity
- theme park values not in keeping with a historic city such as Venice
- more to Venice than just one or two interesting attractions.

- (c) Assess the extent to which tourism is seen as a necessary evil for the host population of historic cities such as Venice. [12]**

Level 1 (1–4 marks)
Candidate identifies issues.

Level 2 (5–8 marks)
Candidate explains issues.

Level 3 (9–12 marks)
Candidate assesses tourism to Venetians.

Indicative content:

- positive and negative impacts can be covered
- Venice relies on tourists to bring in income, jobs, profit for the area – can help to protect area by drawing attention to it and bringing in wealth to the people and the area generally
- negative impacts, overcrowding, erosion, litter, noise
- something that Venetians must suffer if they want to continue to have the benefits.

Positive and negative impacts can be covered.