

MARK SCHEME for the May/June 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 May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2008	9395	04

Question No.	Expected Answer	Mark	Focus	AO
1 (a)	Identify three examples of an Aboriginal indigenous tourism experience. Award one mark for each of three valid identifications from: • art gallery • retail shops • dance • festivals • arts or crafts	[3]	4.2	AO2–3
(b)	Explain three economic benefits to Australia of developing new indigenous tourism businesses. Award one mark for each of three valid benefits and then a further one mark for each if appropriately expanded. Correct ideas will include: Foreign exchange (1) – increased GDP (1) Stimulates economy (1) – improves infrastructure leading to further developments (1) Creates wealth (1) – develops and sustains employment for the local community (1) Creates jobs (1) – sustains skills and training for future. (1)	[6]	4.1 4.2	AO2–3 AO3–3
(c)	Explain two reasons why it is important to preserve local customs for the benefit of visitors. Award one mark for each of two valid reasons and then a further one mark for each if appropriately expanded. From: Gives local people feeling of pride (1) – strengthens communities and unites generations. Prevents the loss of culture (1) – continues to offer unique culture to perpetuate visitor interest. Economic benefits (1) – hand down to following generations and keeps unique character and job prospects for the local community. Prevents tourism leakage (1) – retains e.g., arts/crafts to local people.	[4]	4.2 4.1	AO1–2 AO3–2
(d)	With reference to examples with which you are familiar, evaluate how the altering of the tourism product may affect the host population. Use level of response criteria Candidates may refer to examples they have studied such as anglicising of areas in Costas the altering of crafts, dances, festivals, etc for tourists e.g., in Bedouin Ayia Napa, Cyprus for clubbing and music influences. Education – learning about different cultures and seeing other people first hand. providing jobs NB the affects may be positive or negative or both.	[12]	4.2 4.1	AO2–4 AO3–4 AO4–4

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2008	9395	04

	Level 1 (1–4) will be mainly descriptive with limited example – will little discussion of the altering of the product. Level 2 (5–8) will analyse at least one example of altering the tourism product – better answers will discuss more than one example. Level 3 (9–12) will have a clear evaluation of the consequences of altering the tourism product for the host population. Top level 3 will offer a conclusion.			
2 (a)	Mountain biking is an example of ‘adventure tourism’. Define and give an example of the following: (i) hard adventure tourism activities Generally involves greater levels of risk and physical injury than soft adventure both will involve some physical skill, e.g.: off-road mountain biking, white-water rafting and canoeing, back-packing, scuba, rock climbing, hang gliding, survival, white water canoeing (ii) soft adventure tourism activities Active activities with some skill but lower risk than hard adventure e.g.: road biking, easy hiking, wildlife watching, photo safaris, camping, sailing, flat water canoeing and skiing One mark for each correct explanation of hard and soft tourism. A further one mark for each correct example given. Accept other valid definitions	[2] [2]	4.3	AO1–2 AO2–2
(b)	Explain three positive impacts that increased levels of adventure tourism activities might have on the local Cusco community. Award one mark for each of three valid impacts and then a further one mark for each if appropriately explained. From: use of locally made equipment (1) – sustains communities and jobs (1) use of local ideas and materials (1) – wealth and labour skills retained (1) local community involvement (1) – partnerships strengthened (1) revenue maximisation (1) – positive publicity for the area and project. (1)	[6]	4.1 4.2 4.3	AO2–3 AO3–3

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – May/June 2008	9395	04

(c)	Suggest three negative impacts that mountain biking may cause in Cusco. Conflict of users Visitor perceptions e.g., makes tracks (ruins) of footpaths and causes the: disruption of scenery disruption of peace and serenity Carrying capacity Increased opportunity for accidents Accept Any Other Valid Response	[3]	4.1 4.3	AO1–3
(d)	Adventure tourism activities are currently undergoing a period of rapid growth. Discuss how the popularity of adventure tourism at sites such as the High Andes may conflict with eco-tourism principles. Use level of response criteria Level 1 (1–4) will be descriptive of the conflicts with eco tourism. May not link to Andes or another example. Level 2 (5–8) will analyse at least one aspect of adventure tourism and cover the eco tourism principles. Should discuss in context of Andes or another example. Level 3 (9–12) will have a clear evaluation of the issues of adventure tourism and its conflicts with eco tourism principles. Must discuss in context of Andes or another example. Top level 3 will have a concluding statement. From: environmental social/cultural political economic	[12]	4.1 4.2 4.3	AO2–4 AO3–4 AO4–4