

# Cambridge International A Level

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**TRAVEL & TOURISM****9395/41**

Paper 4 Destination Development and Management

**May/June 2025****MARK SCHEME**Maximum Mark: 50

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**Published**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **16** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles  
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

**2 Presentation of mark scheme:**

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

**3 Calculation questions:**

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

**4 Annotation:**

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.



**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Correct point
	Incorrect point
<b>BOD</b>	Benefit of doubt given
<b>REP</b>	Repetition
<b>NAQ</b>	Not answered question
<b>VG</b>	Content of response too vague
<b>SEEN</b>	Page or response seen by examiner
<b>BP</b>	Blank page
<b>KU</b>	Knowledge and understanding
<b>APP</b>	Application
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation

**Assessment objectives****AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

**AO2 Application**

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

**AO3 Analysis**

Analyse travel and tourism issues, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.

**AO4 Evaluation**

Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

Tables **A–D** will be used for specific questions. Please refer to the question for which tables should be used when appropriate.

**Table A**

<b>Level</b>	<b>AO1 Knowledge and understanding 3 marks</b>	<b>AO3 Analysis and research 3 marks</b>	<b>AO4 Evaluation 3 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>3</b>	<b>3 marks</b> The response contains a range of explained valid points.	<b>3 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point mentioned are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response contains some explained valid points.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against most of the valid points mentioned are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.	<b>1 mark</b> The response gives some consideration to the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

**Table B**

<b>Level</b>	<b>AO2 Application 3 marks</b>	<b>AO3 Analysis and research 3 marks</b>	<b>AO4 Evaluation 3 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>3</b>	<b>3 marks</b> The response includes an explanation of why each of the points mentioned are relevant/suitable to the context of the question.	<b>3 marks</b> The response is well-balanced and considers significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point mentioned are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some of the valid points mentioned are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> At least one point has an explanation of why it is relevant/suitable to the context of the question.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response	<b>0 marks</b> No creditable response	<b>0 marks</b> No creditable response



**Table C**

<b>Level</b>	<b>AO1 Knowledge and understanding 4 marks</b>	<b>AO3 Analysis and research 4 marks</b>	<b>AO4 Evaluation 4 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>4</b>	<b>4 marks</b> The response contains a range of valid points with a detailed explanation of each.	<b>4 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point are given.	<b>4 marks</b> The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
<b>3</b>	<b>3 marks</b> The response contains a range of valid points with most having a detailed explanation.	<b>3 marks</b> The response is well-balanced and considers the significance of most of the valid points mentioned. <b>OR</b> The arguments for and against most valid points are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response contains some explained valid points.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some valid points are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

**Table D**

<b>Level</b>	<b>AO2 Application 4 marks</b>	<b>AO3 Analysis and research 4 marks</b>	<b>AO4 Evaluation 4 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>4</b>	<b>4 marks</b> The response includes detailed explanation of why each point mentioned is relevant/suitable to the context of the question.	<b>4 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point are given.	<b>4 marks</b> The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
<b>3</b>	<b>3 marks</b> The response includes an explanation of why most of the points mentioned are relevant/suitable to the context of the question.	<b>3 marks</b> The response is well-balanced and considers the significance of most of the valid points mentioned. <b>OR</b> The arguments for and against most valid points are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some valid points are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> At least one point made has an explanation of why it is relevant/suitable to the context of the question.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> roles of an inbound tour operator.</b></p> <p>Award one mark for each of two identified reasons and a second mark for the explanation.</p> <ul style="list-style-type: none"><li>• Select (research) and package options for holidays for the specialised markets [1] such as adventure trips/whale watching [1]</li><li>• Market and sell products [1] to overseas customers [1]</li><li>• Sell services and tours [1] to fit current trends, such as guiding, transfers, etc. [1]</li></ul> <p>Accept any reasonable answers.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess why planning controls are important to Barbados.</b></p> <p>Use Table B to mark candidate responses to this question.</p> <p>AO2 – 3 AO3 – 3 AO4 – 3</p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• Prevent unsightly developments that spoil the beautiful landscape Barbados is known for</li> <li>• Preventing the loss of heritage by protecting it sites where festivals such as The Holetown Festival and Crop Over Festival take place</li> <li>• Controls will ensure a sympathetic approach to both land and buildings</li> <li>• Controls such as the National Building Code will help to manage all new developments keeping standards fair and equitable</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Poor developments can cause areas to lose their attractiveness so controls will ensure that they remain in keeping with their history.</li> <li>• Good planning control/adhering to the National Building Code will encourage positive changes to the benefit of all local people, being a fair approach for everyone.</li> <li>• Has the possibility to attract more tourists as the developments are sympathetic to the area and do not spoil Barbados.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Planning controls prevent a major issue of having any unsightly developments which will spoil the landscape and change the landscape and environment</li> <li>• Some planning controls will make positive changes for Barbados as it can help to develop run-down areas in a sympathetic manner in keeping with the culture and tradition. This could have the potential to bring more tourists to Barbados.</li> <li>• If there are too many unregulated developments then this can cause a reduction in the numbers of visitors as the destination is not seen in a positive light. Therefore, planning controls should be seen as a positive step for Barbados, however some developers may not be happy if they disagree with the planners.</li> </ul> <p>Accept any reasonable answers.</p>	<b>9</b>

Question	Answer	Marks
1(c)	<p><b>Evaluate the ways tourism can prevent a loss of culture in destinations.</b></p> <p>Use Table C to mark candidate responses to this question.</p> <p>AO1 – 4 AO3 – 4 AO4 – 4</p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Tourism interest in culture creates a growth in visitors to see a destination and enjoy its customs and crafts/events</li> <li>• Provision of tourism facilities help with providing the community facilities and public services</li> <li>• Tourism can aid with cultural bonding and understanding</li> <li>• Tourism can strengthen cultural appreciation and social integration through visits and a desire to see what a destination has</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Tourism interest can help with the preservation of customs (events) and crafts as products and services can be sold to the benefit of local people.</li> <li>• Cultural bonding can occur as tourists meet up with visitors and this means that it allows for cultural understanding and education</li> <li>• There can be an empowerment of the local community which means that they can manage their own environment and support themselves</li> <li>• A growth in tourist numbers to see cultural aspects in a destination will result in a need for more public services which will benefit both hosts and visitors</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• A major significance of how tourism helps to prevent a loss of culture is that the local people continue to use their local crafts and customs to provide for tourists and this will prevent them from dying out.</li> <li>• Cultural bonding may well occur as the number of visitors enjoy mixing with the local people and understanding their cultural customs and crafts. However, education is vital in order to prevent any conflicts.</li> <li>• Unfortunately, in some destinations without a strong tourism industry, local cultures will die therefore the local community may lose their links to traditions. It is important that commodification or demonstration effect does not occur.</li> </ul> <p>Accept any reasonable answers.</p>	<b>12</b>

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> reasons why tourism research is a priority for MCST.</b></p> <p>Award one mark for each of two identified reasons and a second mark for the explanation.</p> <ul style="list-style-type: none"><li>• An important need to know who customers are [1] and what they will need at a destination [1]</li><li>• Such knowledge prevents spending or marketing to the wrong type of visitor [1] reducing financial waste [1]</li><li>• To enhance the tourism offer [1] and remain competitive [1]</li></ul> <p>Accept any reasonable answers.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess the benefits for NTOs of working with other commercial and non-commercial organisations in destination management.</b></p> <p>Use Table A to mark candidate responses to this question.</p> <p>AO1 – 3 AO3 – 3 AO4 – 3</p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• NTOs can help with good planning and research for both commercial and non-commercial organisations</li> <li>• The benefit of working together creates opportunities for communication that can allow for an integrated tourism approach</li> <li>• Working together can save staff time and resources for all future developments in destination management</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Working with both commercial and non-commercial organisations can offer a destination a full integrated tourism approach which will appeal to visitors</li> <li>• Working with other organisations can save staff time and resources this means that there is a real chance for all organisations to save costs</li> <li>• Working with these organisations, allows for joint marketing and promotion work this means that they can extend the reach of the tourism market</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• It is vital for organisations to work with other organisations as this will prevent duplication in effort, which will result in a more integrated approach and the destination can grow without conflict. As long as they have joint aims and objectives.</li> <li>• Staff may be able to learn from other sectors and this can increase expertise and knowledge preventing mistakes. This is vital for all tourism organisations as it is a very competitive industry.</li> <li>• Importantly, working together can increase the marketing and promotional opportunities which will extend the brand awareness and can lead to greater visitor numbers that will ultimately benefit the destination with more economic advantages.</li> </ul> <p>Accept any reasonable responses.</p>	9

Question	Answer	Marks
2(c)	<p><b>Discuss why environmental objectives should be included in key tourism practices in South Korea.</b></p> <p>Use Table D to mark candidate responses to this question.</p> <p>AO2 – 4 AO3 – 4 AO4 – 4</p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• The environment is the fabric for all tourism and STO want to make Seoul into a sustainable tourism destination therefore environmental objectives are just as important as economic objectives</li> <li>• Environmental objectives include preservation of the land and buildings and are part of the Ministry of Environment's mission and therefore should be in key tourism practices</li> <li>• Regeneration of local environments are needed for tourists to enhance the image and reputation of South Korea.</li> <li>• Preservation of flora and fauna benefits South Korea and will help improve its appeal</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• The environment is the setting of the destination and therefore needs to be considered to make sure South Korea stays appealing, this means it is important to be part of the key tourism practices.</li> <li>• Environmental objectives will include the preservation of land and buildings which are often the reason why a tourist will want to visit.</li> <li>• Environment includes the sustainable use of resources and the environmental objectives will include the regeneration of local buildings and this means that it will benefit locals and visitors alike.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• It is vital to consider all aspects of the objectives of tourism development as without consideration of each part there will be gaps in knowledge and management decisions.</li> <li>• Most significantly the environment is the very fabric for the tourism experience and without this the other objectives MCST and STO have cannot function successfully. Ultimately all impacts of tourism should work together.</li> <li>• Key tourism practices associated with the environment will include essential conservation of both land and buildings that will eventually create authentic tourist experiences.</li> <li>• Environmental objectives are as important as economic, socio-cultural and political objectives as minimising the negative impacts of tourism must be considered from all aspects without this a complete picture of the destination is not achieved and there will be flaws in the planning and managing process.</li> </ul> <p>Accept any reasonable responses.</p>	<b>12</b>