

# Cambridge International A Level

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**TRAVEL & TOURISM****9395/42**

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**

Level	<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 a commercial organisation in destination management.</b></p> <p>Award one mark for each identified reason and a second mark for the explanation.</p> <ul style="list-style-type: none"><li>• the main role is to make a profit [1] by providing products and services [1]</li><li>• commercial organisation will market their products and/or services [1] to achieve greater publicity for sales [1]</li><li>• commercial organisations will select and sell their products or services [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 the ways to prevent negative environmental impacts of tourism on the Galápagos Islands.</b></p> <p>Use table B to mark candidate responses to this question.</p> <p>AO2 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks</p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• Set a carrying capacity this means to lower the visitor numbers</li> <li>• Introduce charging and fee structures for different types of visitors – such as charging cruise passengers a fee or taxes per night staying</li> <li>• Zoning in both time and space – such as allowing visits to only certain Islands at certain times of year</li> <li>• Education for all visitors before and during visits on how to protect the wildlife they are coming to visit</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• By setting a carrying capacity it will prevent overuse of specific areas so that it is likely to not be further harmed.</li> <li>• Charging a graduated fee structure can reduce the number of people who will be prepared to visit but this may be difficult to incorporate.</li> <li>• Fencing off areas can help to rejuvenate them as visitors are directed away from some areas.</li> <li>• Information about the environment can be useful to show the importance of the area this can then ensure visitors are aware of their impact.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Carrying capacity is a vital tool for reducing the negative impact on an environment as this will allow flora and fauna to survive as long as it is introduced carefully considering all users.</li> <li>• Introducing the charging of fees has the potential to control the number of visitors but may deter some if the price mechanisms are too high. It can also provide a useful form of income that can be used to support the conservation efforts on the Islands.</li> <li>• Zoning in time and space may the best way to prevent negative environmental impacts on the Islands. Closing or fencing off areas or whole islands allows for rejuvenation. Also there could be a period of closure in some areas at different times of the year. This will have a major impact by allowing regeneration of an area and preventing overuse and misuse.</li> </ul> <p>Accept any reasonable answers.</p>	9

Question	Answer	Marks
1(c)	<p><b>Discuss the economic benefits of allowing more cruise passengers to visit destinations.</b></p> <p>Use Table C to mark candidate responses to this question</p> <p>AO1 = out of 4 marks AO3 = out of 4 marks AO4 = out of 4 marks</p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Provides more income from passengers to the destination.</li> <li>Creates and sustains jobs in many different tourism roles.</li> <li>Supports the multiplier effect which spreads the benefits in the destination.</li> <li>May generate wealth for the area allowing everyone to benefit from new developments.</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>More money will be generated into the area so that this will create greater benefit for both the visitors and locals.</li> <li>Recirculating of tourism money helps to sustain local jobs and spread money into the community so that everyone will benefit.</li> <li>Increased wealth in the destination allows more funds to be generated so that projects such as a growth in infrastructure can be developed.</li> <li>With more cruise passengers there can be an increase in foreign exchange and this will provide more income overall and has the potential to encourage more business to the destination.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>A major significance is the increase in the amount of income that more passengers will generate offering the opportunity for appropriate developments such as improving the access for visitors at the airport. This benefits both visitors and passengers.</li> <li>More cruise passengers will provide a major increase in the multiplier effect which will recirculate money and provide economic development for the local community, vital community facilities such as youth centres and leisure amenities.</li> <li>An increase in cruise passengers will significantly create more jobs for local people and there will be the added benefit of more training that will allow local people the opportunity of staying in the destination rather than moving away to gain employment.</li> <li>The increase in passenger numbers will possibly benefit the destination by providing more development in public services such as buses/train routes that will be of assistance to both visitors and local communities. This can ultimately attract even more visitors and benefit the destination as long as there is no leakage in skills or exports.</li> </ul> <p>Accept any reasonable answers.</p>	<b>12</b>

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> roles of a National Tourism Organisation (NTO) in destination management.</b></p> <p>Award one mark for each identified reason and a second mark for the explanation.</p> <ul style="list-style-type: none"> <li>• to help develop tourism in a destination [1] offering advice and guidance. [1]</li> <li>• to gather knowledge on visitors to a destination [1] to assist with marketing and promotional work [1]</li> <li>• to enhance the tourism offer [1] remain competitive [1]</li> <li>• provide funding through grants [1] to support organisations with setting up of new ventures [1]</li> </ul> <p>Accept any reasonable answers.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess the political objectives for developing and managing destinations.</b></p> <p>Use table A to mark candidate responses to this question</p> <p>AO1 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks</p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Enhanced image of a destination</li> <li>Reputation in a very competitive world</li> <li>International relations to create opportunities that can enhance a destination</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>Enhancing the image of a destination will appeal to more visitors showing what there is to see and do which will help encourage more and different types of visitors.</li> <li>An improved reputation will help to make people feel it is a destination worth visiting as it may be seen as a safe option.</li> <li>Good international relations can be achieved by marketing to both domestic and international visitors so that there is a possibility to increase trade.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>It is vital to have a strong image of a destination as this will help with the marketing and promotion to gain more and different types of customers. However, the image must be accurate in order to not mislead visitors and create a negative image over time.</li> <li>If visitors do not think a destination is safe, they will not want to visit and this can have a major negative impact on visitor numbers and wealth generation.</li> <li>Importantly, good relations with both domestic and international visitors will ensure that there are repeat visitors and that the destination remains viable in a very competitive environment. It may also lead to cooperation on global issues and cultural exchange.</li> </ul> <p>Accept any reasonable answers.</p>	<b>9</b>

Question	Answer	Marks
2(c)	<p><b>Evaluate the sociocultural benefits to Mexico City of preserving cultural and historical landmarks.</b></p> <p>Use Table D to mark candidate responses to this question</p> <p>AO2 = out of 4 marks AO3 = out of 4 marks AO4 = out of 4 marks</p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• By preserving the UNESCO World Heritage Sites in Mexico City this will preserve the traditions and customs for everyone to enjoy</li> <li>• Alongside the preservation of historical landmarks such as the Templo Mayor and the Metropolitan cathedral, other community facilities and public services may be provided which local people can use.</li> <li>• Preserving cultural and historical landmarks can aid with cultural bonding between visitors to Mexico City and the local community by demonstrating the similarities between these and those in the US or Spain (main source markets) for example.</li> <li>• By organising promotional campaigns such as 'Enjoy Mexico City' to increase domestic tourism to see the historic city of centre this will help to strengthen cultural identity and creates pride in the host community.</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• Benefits the local people and visitors by helping with cultural understanding so that there is less confrontation.</li> <li>• Will not be lost and can be passed to next generation this means that the community will retain a strong cultural identity.</li> <li>• Can empower the local community as they can manage their own traditions and customs so that they are never lost and can be passed to the next generation.</li> <li>• Encourages social integration and allows encouragement of travel and mobility. This means that it will also allow for empowerment of the local people as they can benefit from their knowledge of cultural and historical landmarks.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• A major significance of how tourism helps to preserve cultural and historical landmarks can be seen by the prevention and loss in culture and the local people continuing to use their home-grown crafts and customs 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, 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. Therefore if Mexico City can preserve their cultural and historical landmarks they have a greater opportunity for their culture to survive and flourish.</li> </ul> <p>Accept any reasonable answers.</p>	12