

Cambridge International AS & A Level

TRAVEL & TOURISM**9395/41**

Paper 4 Destination Management

October/November 2025**MARK SCHEME**

Maximum Mark: 50

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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **15** 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

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

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

Table B

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

Table C

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

Table D

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

Question	Answer	Marks
1(a)	<p>Explain <u>two</u> likely political objectives of tourism management for Cambodia.</p> <p>For each of two political objectives, award one mark for identification and one mark for an explanation.</p> <ul style="list-style-type: none"> • Enhance the image [1]; this will encourage more visitors to the area. [1] • Increase the country's reputation [1] as one that is environmentally aware. [1] • Develop strong international relations [1] which helps to protect and represent the country. [1] 	4
1(b)	<p>Assess the methods used by the C-BEV to develop and manage tourism.</p> <p>Use Table B.</p> <p>AO2 – 3 APP AO3 – 3 AN AO4 – 3 EVAL</p> <p>AO2 – Application</p> <ul style="list-style-type: none"> • Encouraging visitors to join guides on excursions which range from a few hours to several days. • Not allowing large group bookings, group sizes are usually between 4–6 adults. This keeps the impacts down. • Requesting visitors to respect the resources by encouraging recycling. This will reduce pollution and negative impacts. <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> • By encouraging visitors to join guides and stay together so that there will be less damage to the area and allows the guide to monitor the group behaviour. • Keeping group bookings to a smaller size reduces the trampling and erosion impacts that can be caused by larger groups moving together. • By requesting visitors to respect the resources and recycle ensures that negative waste impacts are reduced preventing environmental harm to the destination. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> • A major issue may be keeping the groups as small as possible to reduce the effect of erosion and pollution. This allows the land to regenerate and easier to manage. • It is vital that there is good education to encourage recycling. This will prevent too much litter and waste being left in the area, which can cause problems for the wildlife. Lessens the harmful disruption and damage being done to the environment. • Best method is for all groups to be accompanied by a tour guide as they can educate on conservation, marshal the group to prevent trampling or damage to wildlife habitats and encourage positive interaction within the environment. 	9

Question	Answer	Marks
1(c)	<p>Discuss why the multiplier effect benefits destinations.</p> <p>Use Table C.</p> <p>AO1 – 4 KU AO3 – 4 AN AO4 – 4 EVAL</p> <p>AO1 – Knowledge and Understanding</p> <ul style="list-style-type: none"> • It will maximise visitor spending. • Support investment of tourism income. • Support the community and jobs by recirculating money. • Will aid with the sustainable wealth to the area. <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> • By encouraging the maximisation of the retention of visitor spending to assist with development of the area including infrastructure. • Encouraging investment of tourism income for social projects in the community, such as leisure and community facilities. • Developing new tourism opportunities will lead to the recirculation of money for the area, increasing wealth and spreading benefits. • If tourism declines, then the benefits are lost. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> • A major significance of the multiplier effect is that it will bring benefits to the whole community all year round and for a longer period of time if tourism is sustained. • The main benefit of multiplier effect is that the recirculation of money helps to develop a destination and provide the local people with new facilities and infrastructure that can be provided for the benefit of all. • Unfortunately, should the tourism industry go into decline then the benefits of the multiplier effect will reduce, this may cause the decline to spread and there will be losses in job roles and increased living costs for the local people. • In some instances, the benefits of the multiplier effect can be reduced if leakages occur causing a loss in income available to the local community. This may result in stagnation of the destination or a decline over a short period of time. 	12

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> likely priorities of a Ministry of Culture.</p> <p>For each of two priorities, award one mark for identification and one mark for an explanation.</p> <ul style="list-style-type: none"> • Strategic development to minimise negative impacts of the culture and heritage [1] and maximise positive impacts of cultural tourism. [1] • Research of cultural areas [1] to ensure safety for the visitors. [1] • Work with other organisations such as INP [1] in setting priorities and objectives including funding and budgets. [1] • To monitor the culture in a destination [1] with the aim of protecting and educating the public. [1] • Increase tourism provision [1] by promoting and providing cultural experiences. [1] 	4
2(b)	<p>Assess why monitoring sociocultural impacts is important for destinations.</p> <p>Use Table A.</p> <p>AO1 – 3 KU AO3 – 3 AN AO4 – 3 EVAL</p> <p>AO1 – Knowledge and Understanding</p> <ul style="list-style-type: none"> • See amount of damage and see what needs to be protected. • See how to protect the area and at what cost. • Cultural monitoring ensures the protection of cultural sites (e.g. sacred sites, culturally modified trees, burial sites, high use cultural areas...). • Conflicts with host community. • Commodification, staged authenticity and demonstration effect. • Loss of cultural identity. <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> • Assessing the amount of damage allows to check for any necessary works to be carried out with a timescale for completion. • It usually involves developing an inventory of cultural sites if this hasn't been done. Some cultural areas will need to be given protected status. • There may be a need to prevent visitors from visiting and to assess the costs involved to prevent further damage to artefacts and heritage sites. • By discussions with local people on social problems, such as begging, prostitution, crime, etc. • Monitoring to assess the loss of cultural identity associated with reduction of authenticity such as demonstration effect, commodification and staged authenticity. 	9

Question	Answer	Marks
2(b)	<p>AO4 – Evaluation</p> <ul style="list-style-type: none">• Monitoring is vital to make a good assessment of any damage to the area, as this will help to protect it for the future.• A major benefit would be collating an inventory of all the cultural sites. This form of monitoring will pass knowledge forward for the future generations.• Monitoring of sociocultural impacts will allow for precise budgets to be formulated and linked to any other tourism policies to ensure the most effective use of budgets, and ensuring safety and preservation instead of losing vital cultural heritage.• Monitoring of the local community will show the impact on the hosts particularly if there are any losses in cultural identity that can be associated with commodification and staged authenticity.	

Question	Answer	Marks
2(c)	<p>Discuss the benefits to the INP of working in partnership when managing tourism in Tunisia.</p> <p>Use Table D.</p> <p>AO2 – 4 APP AO3 – 4 AN AO4 – 4 EVAL</p> <p>AO2 – Application</p> <ul style="list-style-type: none"> Has the positive option for raising INP image. Helps to promote the cause of saving heritage Enhance relationships with customers and networks. Can make more competitive. Saves INP funds / time / resources / ideas. <p>AO3 – Analysis and Research</p> <ul style="list-style-type: none"> Can save time and money when working with other organisations. The issue of protection of the antiquities can enhanced by more than one organisation. Relationships can be developed through different networks. Expands the work of preservation with more efficient use of resources that are shared. <p>AO4 – Evaluation</p> <ul style="list-style-type: none"> It involves important exchanging of information and ideas, leading to improved decision making. A major positive impact is that it also helps to develop the knowledge and skills of different partners. These can benefit both as they can assist with more promotional coverage. There can be essential ‘added value’ – achieving more than either party could have achieved alone or working separately. Most significantly the INP can work with other organisations to encourage cultural preservation, which can create greater awareness through social media, brochures and other marketing efforts. 	12