

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International Advanced Subsidiary and Advanced Level

MARK SCHEME for the October/November 2015 series

9395 TRAVEL AND TOURISM

9395/41

Paper 4 (Specialised Tourism), maximum raw mark 50

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1 (a) Using fig. 1 (insert), explain two reasons why tourists may wish to participate in cultural experiences in Dublin. [4]

- Discover the secrets to Irish dancing and drum-playing with professional instructors (1) this will help to gain a better understanding of Irish culture (1) while participating in an authentic local tradition (1)
- Opportunity to meet interesting people and connect with Dublin locals (1) connect with locals and share stories (1)

Must be taken from the case study.

(b) Dublin receives 3.5 million visitors each year. Analyse the likely positive socio-cultural impacts of Dublin attracting so many tourists each year. [9]

Positive

- Education – benefits all who come into contact with tourists, tourism for peace.
- Job roles – tourists allow cultural jobs roles to be retained and developed and this will bring wealth to the area.
- Money can be spent on the growth in infrastructure and local amenities for the local people this helps to build facilities such as museums where items can be conserved or preserved.
- Helps to raise awareness of cultural organisations and events and bring in much needed financial benefits to help to conserve all cultural aspects.

Levels of response

- Level 1 (1–3) Candidate identifies/describes some impacts (positive). Information may be in the form of a list. There is little or no attempt to analyse. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.
- Level 2 (4–6) Candidate describes a number of positive impacts. May include explanations of a number of possible impacts. Must be more than one impact to gain L2. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.
- Level 3 (7–9) Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively analyses the possible positive impacts. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

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(c) Discuss how altering the authentic tourism product may affect the host population. [12]

- Loss of real cultural identity as meanings are lost due to watering down of culture to accommodate tourists, e.g. altering crafts, dances, festivals just for tourists.
- Loses its USP when marketing.
- Loss of real traditions that should be passed down to future generations but become changed or lost.
- Commodification will occur as tourism can turn local cultures into commodities when religious rituals, traditional ethnic rites and festivals are reduced and sanitized to conform to tourist expectations, resulting in what has been called "reconstructed ethnicity."
- Once a destination is sold as a tourism product, and the tourism demand for souvenirs, arts, entertainment and other commodities begins to exert influence, basic changes in human values may occur.
- Sacred sites and objects may not be respected when they are perceived as goods to trade. This alters how hosts perceive their own culture and may cause conflict with tourists.

Levels of response

Level 1 (1–4) Candidate identifies/describes some aspects (positive or negative). Information may be in the form of a list. There is little or no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.

Level 2 (5–8) Candidate describes a number of aspects. May include explanations of a number of possible ways. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.

Level 3 (9–12) Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively discusses the possible ways. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

2 (a) Using Fig. 2 (Insert), explain two reasons to support the International Union for Conservation of Nature's (IUCN's) belief that Mauritius has endangered flora. [4]

- Around 200 of the 315 endemic plant species are threatened (1) and Mauritius may already have lost as many as 70 plant species (1)
- Some 50 species have only 10 plants left in the wild (1) clearing of forests for agriculture and logging has taken away the important landscape (1)
- Many plant species are restricted to small patches of native forest in mountainous areas, the national park, nature reserves and offshore islets. (1)

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(b) Discuss the possible ways in which adventure tourism holidays may conflict with ecotourism values. [12]

- Eco tourism is small in scale and aims to bring positive impacts to the area and particularly to the community, without damaging the eco system for the present and the future generations.
- Adventure tourism, may conflict as it is usually linked to the white knuckle effect where adrenalin is required. This may take the form of noisy, messy, activities.
- Adventure tourism often takes over large areas of land that disturbs the local people and damages the eco system (depending on the type of activity done).

Levels of response

- Level 1 (1–4) Candidate identifies/describes some conflicts. Information may be in the form of a list. There is little or no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.
- Level 2 (5–8) Candidate describes a number of conflicts. May include explanations of a number of possible ways. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.
- Level 3 (9–12) Candidate shows a clear understanding of the question and includes a detailed identification and explanation. Candidate effectively discusses the possible conflicts. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary.

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(c) Analyse the positive economic impacts that adventure tourism activities may have on Mauritius. [9]

- Wealth creation.
- Jobs (although may be seasonal, and low paid).
- Sustains skills and training for job roles (roles may be basic).
- Brings in foreign exchange and therefore increase GDP (depends on fluctuation).
- Stimulates the economy which will benefit the local area and help to develop the area. Such as development programmes (projects may be started and then stopped when funds dry up).

Levels of response

- Level 1 (1–3) Candidate identifies/describes some impacts. Information may be in the form of a list. There is little or no attempt to analyse. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of specialist vocabulary.
- Level 2 (4–6) Candidate describes a number of impacts. May include explanations of a number of possible impacts. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.
- Level 3 (7–9) Candidate shows a clear understanding of the question and includes a detailed identification and explanation of the impacts. Candidate effectively analyses the possible impacts. There is frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using specialist vocabulary