



# Cambridge International A Level

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## TRAVEL & TOURISM

9395/43

Paper 4 Destination Development and Management

May/June 2026

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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

**General marking principles**

All examiners must apply these marking principles when marking candidate responses.

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Examiners must award marks for each response in line with: <ul style="list-style-type: none"> <li>the specific <b>content</b> defined in the mark scheme</li> <li>the specific <b>skills</b> defined in the mark scheme or in the level descriptions</li> <li>the <b>standard of response</b> required as exemplified by the standardisation scripts.</li> </ul>                                                                                                                                                                                                                                                                                    |
| 2 | Examiners must award <b>whole marks</b> (not half marks, or other fractions).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3 | Examiners must award marks <b>positively</b> . This means that: <ul style="list-style-type: none"> <li>marks are not deducted for errors or omissions</li> <li>marks are awarded for correct/valid answers as defined in the mark scheme and also for <b>other valid answers</b> which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate</li> <li>the quality of spelling, punctuation and grammar are judged <b>only</b> when the mark scheme indicates that these features are <b>specifically assessed</b> in the question. However, the meaning of all responses must be unambiguous.</li> </ul> |
| 4 | Examiners must <b>consistently</b> apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5 | Examiners must use the <b>full range of marks</b> defined in the mark scheme, unless limited by the quality of the candidate responses seen.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6 | Examiners must award marks according to the mark scheme and <b>must not</b> award marks with grade thresholds or grade descriptions in mind.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**Social Sciences-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                   |
| <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**

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

**Table B**

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

**Table C**

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

**Table D**

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

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(a)     | <p><b>Explain <u>two</u> likely priorities of the Ministry of Tourism and Creative Economy in Bali.</b></p> <p>Award one mark for each of two identified reasons. Plus an additional mark for an explanation.</p> <ul style="list-style-type: none"> <li>• Setting rules for tourist behaviour [1] to reduce negative tourism impacts [1]</li> <li>• Research, funding and budgetary requirements [1] setting these to gain the greatest economic impact for Bali [1]</li> <li>• Strategic development for tourism on the Island of Bali [1] in order to maximise the benefits of tourism and prevent inappropriate developments [1]</li> </ul> <p>Accept any reasonable responses.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(b)     | <p><b>Assess the possible impacts on Balinese tourism organisations of banning mountain hiking.</b></p> <p>Use table B to mark candidate responses to this question.</p> <p>Indicative content:</p> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>• Loss of jobs for local guides who run mountain hiking tours</li> <li>• Loss of revenue and profits for local businesses/organisations as there will be a reduction in the number of tourists coming</li> <li>• Loss of bookings for accommodation providers/expedition operators as fewer people will come to the mountains</li> <li>• Loss of well-trained staff, expert climbers/hikers, will leave the country and work elsewhere</li> <li>• Overall, all Balinese tourism organisation will lose out due to fewer people coming to Bali as they will go elsewhere for hiking/mountain holidays</li> </ul> <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> <li>• Loss of jobs with no customers, employment is no longer available, so many locals may leave the area to find jobs/standard of living will drop.</li> <li>• Balinese organisations may have to cease trading, losing money not only from lack of tourists but also from secondary income from equipment hire etc.</li> <li>• Balinese organisations may have to attempt to diversify and begin other acceptable tourism businesses.</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• With an abolition of mountain hiking jobs, it is highly likely that both the organisation and the workers are likely to lose most of their income. Skilled guides will have to find other job roles. And the overall tourism industry in Bali will suffer.</li> <li>• Organisations may cease to trade, there may be a limited opportunity to regain different forms of tourism income as the Island of Bali does not offer too many other opportunities for hiking. Organisations may not be able to afford to diversify or have the skills to offer other options.</li> <li>• Importantly, the organisation will lose money spent on training staff. This may be viewed as a failure, however it may be possible for the organisation to find a new tourism avenue and diversification may be required</li> </ul> <p>Accept any reasonable responses.</p> | 9     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p><b>Discuss the negative sociocultural impacts of tourism on destinations.</b></p> <p>Use table C to mark candidate responses to this question.</p> <p>Indicative content:</p> <p>AO1 Knowledge with understanding</p> <ul style="list-style-type: none"> <li>Conflicts with the host community – tourists behaving inappropriately and causing offence to the locals</li> <li>Changes to traditional family structures – families are split by working commitments – i.e. a parent has to go to the mountains to be a hiking guide</li> <li>Social problems, e.g. begging, crime – locals see tourists with more money than them and so steal from them</li> <li>Loss of cultural identity – see a different culture and want to be like them rather than keeping their own identity</li> <li>The demonstration effect – tourists influence the behaviour of the host population</li> <li>Commodification and staged authenticity – traditions become something to sell rather than be celebrated</li> <li>Damage to artefacts and heritage sites – tourists come in and do not respect the heritage and are careless</li> </ul> <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> <li>Offending locals will mean they are not welcoming to tourists and so tourists will stop coming</li> <li>Stealing from tourists/increase in petty crimes will give the country a bad reputation and tourists will consider it a dangerous place to travel</li> <li>Authentic experiences are lost and are often adapted for tourists so the tradition itself is lost</li> <li>Irreversible damage can be done by careless tourists and this causes a loss for any potential future income from visits</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>There can be many negative sociocultural impacts from tourism which all impact a destination's overall tourism industry. The relationship between the host population and tourists being damaged is the most significant of these impacts as if tourists do not feel welcome they will not come and locals will miss out on the income and benefits of tourism.</li> <li>Negative sociocultural impacts can be managed carefully by education and advice for both the host community and tourists. If the host community are aware of the benefits of tourism they are more willing to accept tourism behaviours; but equally they will try and educate tourists about the importance of their culture.</li> </ul> <p>Accept any reasonable responses.</p> | 12    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks    |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(a)     | <p><b>Explain <u>two</u> visitor management policies Florida Park Service might use.</b></p> <p>Award one mark for each of two identified policies. Plus an additional mark for an explanation.</p> <ul style="list-style-type: none"><li>• Reduce group sizes for entry into the park [1] this will ensure the carrying capacity is adhered to [1]</li><li>• Introducing pricing mechanisms [1] to help manage visitors flows [1]</li><li>• Paths and routes clearly signposted [1] prevent tourists from moving away from designated areas [1]</li><li>• Educating visitors [1] using signposts and information boards [1]</li></ul> <p>Accept any reasonable responses.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(b)     | <p><b>Assess the role of NGOs in tourism development.</b></p> <p>Use table A to mark candidate responses to this question.</p> <p>Indicative content:</p> <p>AO1 Knowledge with understanding</p> <ul style="list-style-type: none"> <li>• Offer specialist knowledge such as market trends and expert staff (project managers) to oversee/manage/help to manage projects</li> <li>• Guidance and assistance in training and education for other tourism organisations such as industry standards/conflict management/disaster recovery plans</li> <li>• Promote awareness of political, environmental and sociocultural issues based on research, giving specific advice to bring about change</li> <li>• Fund-raise and develop/finance projects by gaining grants from government/other organisations to support new developments</li> </ul> <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> <li>• NGOs can provide first hand research for any development project as they are not affiliated to any political organisation and so remain impartial</li> <li>• NGOs have specialists/experts that can advise on tourism development so that they can prevent unwanted developments/ensure developments are sustainable/provide guidelines for developments</li> <li>• NGOs will provide support and assistance with training and education, helping to raise issues about a cause and so ensure protection of flora and fauna</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• The most important role of an NGO is that they will provide unbiased reports on potential or current tourism developments. Which can help to protect a destination from overdevelopment.</li> <li>• NGOs are essential because they assist with environmental protection of an area e.g., animal welfare, they can help to coordinate land protection and introduce conservation concerns. Meaning that tourism developments are more responsible.</li> <li>• It is vital that NGOs are able to contribute to the process of tourism development to help prevent unwarranted developments or inappropriate developments. These can be at a local, national or international level.</li> </ul> <p>Accept any reasonable responses.</p> | 9     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2(c)     | <p><b>Discuss the negative environmental impacts of tourism on Florida's Coral Reef.</b></p> <p>Use table D to mark candidate responses to this question.</p> <p>Indicative content:</p> <p>AO2 Application</p> <ul style="list-style-type: none"> <li>• The reef is at risk of being damaged by large numbers of visitors who cause overcrowding/congestion</li> <li>• Pollution – water/noise pollution/emissions from boats, litter from tourists, leaving fishing tackle in the water</li> <li>• Damage to fossils, visitors might take fossils as souvenirs or disturb them causing damage</li> <li>• Destruction of ecosystem by disturbing plants, standing on the reef kills it and thereby the marine life loses their habitat</li> <li>• Loss of biodiversity – marine life behaviour changes due to disturbance by swimmers/boats</li> </ul> <p>AO3 Analysis and research</p> <ul style="list-style-type: none"> <li>• If the reef is destroyed it will no longer be a place of interest and so tourists will stop coming.</li> <li>• Pollution from litter, waste, air, noise disturbs the wildlife and makes the area unappealing to visitors.</li> <li>• Destruction of ecosystems/change in the biodiversity causing changes in marine species behaviour/breeding patterns, so species will become endangered.</li> <li>• Increasing visitors wanting boat tours means an unsustainable increase in boat usage leading to overcrowding/more pollution leading to a poor visitor experience.</li> </ul> <p>AO4 Evaluation</p> <ul style="list-style-type: none"> <li>• Too many tourists visiting an area can cause serious detrimental impacts to the marine life. The habitats of marine life and marine life itself can be endangered and changed due to tourists encroaching. It is not acceptable for tourism to cause species to become extinct.</li> <li>• The most significant negative impact is pollution caused by tourists which can cause marine animals to be harmed such as becoming entangled in fishing lines, or eating litter, this may be fatal for some species. This will change the ecosystem forever meaning the reef will no longer be there for future generations to enjoy.</li> <li>• Overall interaction with humans causes changes in ecosystems and natural wildlife systems. Such as boat and anchor contact with marine life. Therefore, Florida State Park Service needs to manage the Reef sustainably and responsibly.</li> </ul> | 12    |