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**TRAVEL & TOURISM**

**9395/41**

Paper 4 Destination Management

**May/June 2018**

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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**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 descriptors 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.

| Question | Answer  | Marks    |
|----------|---|----------|
| 1(a)     | <p><b>Explain <u>two</u> reasons why Atlas may want to develop new products and services.</b></p> <p>Award one mark for each of two identified reasons for Atlas wishing to develop new products and services.</p> <p>Extending its market reach (getting more visitors) [1] enables the company to keep up with new fashions and trends and not to stagnate [1]</p> <p>Attempting to make greater profits [1] and remain strong in a competitive industry. [1]</p> <p>Expanding their target market (getting different types of visitors) [1] by tapping into markets that are, as yet, undeveloped e.g., youth market, adventure market. [1]</p> <p>Accept any reasonable interpretation.</p> | <b>4</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p><b>Discuss the likely reasons why retaining local traditions and culture is seen as a success factor for Atlas.</b></p> <p>Candidates are expected to be aware of the impacts of tourism development. They should be able to combine their knowledge of sociocultural impacts with information provided from Fig. 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>As it prevents loss of customs and crafts and gives tourists a continued reason to visit.</li> <li>By losing traditions and customs an area becomes like all others and has nothing authentic or significant to offer.</li> <li>Empowers the local community and keeps good relations with the DMC</li> <li>Creates a good cultural understanding and can strengthen links between visitors and hosts</li> <li>Promotes sustainability</li> <li>Helps DMC to promote an authentic cultural experience</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 0 (0 marks)</b><br/>No content worthy of credit</p> <p><b>Level 1 (1–3 marks)</b> will <b>identify/describe</b> some possible reasons. 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 of how to retaining traditions and culture is seen as a success factor. Answers may be generic in their description.</p> <p><b>Level 2 (4–6 marks)</b> can be awarded for an <b>explanation</b> of a number of possible reasons. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for <b>discussion and analytical comments</b> about the ways in which retaining traditions and culture is seen as a success factor. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p> | 9     |

| Question | Answer   | Marks |
|----------|--|-------|
| 1(c)     | <p><b>Assess the reasons why DMC's such as Atlas work with a variety of commercial organisations.</b></p> <p>Candidates are expected to be aware of commercial organisations and their roles in the tourism development along with supporting evidence provided from Fig. 1.</p> <p><i>Indicative content</i></p> <ul style="list-style-type: none"> <li>Helps to provide a wide variety of products and services for all customers</li> <li>Creates good relationships with industry at every aspect of the supply chain.</li> <li>Will give benefits to both DMC and the commercial organisations such as – better business coordination through ticketing, attractions, airlines, can give economies of scale.</li> <li>Allow DMC to offer complete packages at competitive prices.</li> <li>This can generate income for the locality which can be invested in social projects for the local community</li> </ul> <p><i>Use level of response criteria</i></p> <p><b>Level 0 (0 marks)</b><br/>No content worthy of credit</p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible reasons. 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 of commercial organisations. Answers may be generic in their description.</p> <p><b>Level 2 (5–8 marks)</b> can be awarded for an <b>explanation</b> of a number of reasons. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 3 (9–12 marks)</b> Consideration should be given to in depth <b>assessment</b> of the reasons. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p> | 12    |

| Question | Answer   | Marks    |
|----------|--|----------|
| 2(a)     | <p><b>Explain <u>two</u> possible reasons why managers of the Antequera Dolmens Archaeological site have made it free to visit.</b></p> <p>Award one mark for each of two identified reasons for free entry to the site. Plus an additional mark for an explanation.</p> <p>It has potential to attract many visitors [1], as an important historical site it is seen as more important to educate people rather than make profits [1]</p> <p>Having a charge will often dissuade visitors from making the journey to visit [1] it is not yet a fully developed site with good access and is still being developed [1] it would seem inappropriate to charge for something that is still in the development stage. [1]</p> <p>Gives an important message to the visitor that this is a site of significance [1] and it is therefore possible to ask visitors for donations rather than an entry fee [1] the attraction can charge at other places on the site e.g., in the visitor centre, shop or café. [1]</p> | <b>4</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 2(b)     | <p><b>Assess tourism development activities that may be used to reduce negative environmental impacts at the Antequera Dolmens Site.</b></p> <p>Candidates are expected to be aware of impacts of tourism and the ways to reduce negative environmental issues. They should be able to combine their knowledge with information provided from Fig. 2.</p> <p><i>Indicative content</i></p> <ul style="list-style-type: none"> <li>Use of visitor and traffic management policies</li> <li>Introducing conservation policies</li> <li>Zoning of visitors in both time and place</li> <li>Education of customers to be more environmentally aware and less wasteful</li> <li>Promote sustainability</li> <li>Promote preservation</li> <li>By educating the tourist through a variety of means, offering responsible products and services and ensuring that the message of responsible behaviour</li> <li>By delivering strong marketing/advertising messages</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 0 (0 marks)</b><br/>No content worthy of credit</p> <p><b>Level 1 (1–3 marks)</b> will <b>identify/describe</b> some possible activities. Information may be in the form of a list. There is little or no attempt to assess. The answer is basic and shows limited knowledge of environmental impacts. Answers may be generic in their description.</p> <p><b>Level 2 (4–6 marks)</b> can be awarded for an <b>explanation</b> of a number of activities. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for <b>assessment</b> about the possible activities for reducing environmental impacts. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p> | 9     |

| Question | Answer   | Marks |
|----------|--|-------|
| 2(c)     | <p><b>Discuss the positive economic impacts for the local community of developing the Antequera Dolmens Archaeological site into a major tourist attraction.</b></p> <p>Candidates are expected to be aware of the role and priorities of destination management companies in 4.2 (b) They should be able to combine their knowledge of DMC activities with economic impacts given in the syllabus.</p> <p><u>Indicative content</u></p> <p>Provides income generation for the attraction and the area<br/> Aids with getting more visitors and therefore possibility to increase foreign exchange which will benefit the local community<br/> Job creation for the local people<br/> Economic development and wealth generation<br/> Development of infrastructure benefits with community facilities<br/> Multiplier effect<br/> May benefit local attractions, cafes, restaurants, etc. through greater usage.<br/> May extend seasons for local employees<br/> Maximise and retain visitor spending.</p> <p><u>Use level of response criteria</u></p> <p><b>Level 0 (0 marks)</b><br/> No content worthy of credit</p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible impacts. 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 of economic benefits for local community of developing the site into a major attraction. Answers may be generic in their description.</p> <p><b>Level 2 (5–8 marks)</b> can be awarded for an <b>explanation</b> of the impacts. The answer is relevant and shows reasonable knowledge and understanding with some use of specialist vocabulary.</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for <b>discursive comments</b> about the impacts for the local community of developing the site into a major attraction. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p> | 12    |