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**TRAVEL & TOURISM**

**9395/43**

Paper 4 Destination Management

**May/June 2019**

MARK SCHEME

Maximum Mark: 50

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**Published**

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

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

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **7** 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 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	Mark
1(a)	<p><b>Explain <u>two</u> reasons for the Royal Government of Cambodia having tourism brands.</b></p> <p>Award one mark for each of two identified reasons and a second mark for an explanation.</p> <p>National governments have clear marketing strategies and creating a brand for the country strengthens the image of the country (1) tourists can identify with the brand and choose to visit (1)</p> <p>Allows potential visitors to have some knowledge of what to expect at a destination such as Cambodia (1) and can act as a strong pull factor (1)</p> <p>Separates Cambodia from other Asian countries (1) gives them a competitive edge by helping visitors to remember them for e.g. quality and reputation (1)</p> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Mark
1(b)	<p><b>Assess possible ways that the Royal Government of Cambodia benefits from cooperation between themselves and the private sector.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>With government input, benefits can have long-lasting and not just short-term advantages for the local community</li> <li>Share experience and advice e.g., possible risks, timing of projects, greater innovation, etc.</li> <li>Encourage growth of destinations, transport links and attractions that will encourage more tourists to visit this can strengthen GDP</li> <li>Allows Government to control and influence planning applications to prevent over development and loss of community facilities</li> <li>They can work together to effect marketing and advertising strategies</li> <li>Monies generated by the growth in tourism can be invested into community projects such as development of infrastructure, recreational facilities and other community projects.</li> </ul> <p>Other relevant responses should also be credited. Mark according to the levels of response criteria below:</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for assessment of the possible ways that the Royal Government of Cambodia benefits from cooperation between themselves and the private sector. Candidates effectively assess a range of ways and clearly attempt to weigh up their significance. There should be sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> can be awarded for an explanation of a possible number of ways that the Royal Government of Cambodia benefits from cooperation between themselves and the private sector. There may be some attempt to assess some of the ways. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> can be awarded for identifying/describing some possible ways that the Cambodian Government benefits from cooperation between themselves and the private sector. Information may be in the form of a list, explanations are incomplete and arguments partial (if present). The answer lacks coherent organisation and there is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	9

Question	Answer	Mark
1(c)	<p><b>Evaluate the possible negative economic impacts of tourism for Cambodia.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Leakages</li> <li>Low skills/pay</li> <li>Over-dependency</li> <li>Seasonality of employment</li> <li>Decline in traditional employment roles</li> <li>Increased living costs</li> <li>Increased taxes</li> </ul> <p>Other relevant responses should also be credited. Mark according to the levels of response criteria below:</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for evaluating a number of possible negative economic impacts of tourism for Cambodia and attempting to weigh up the significance of each impact. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (5–8 marks)</b> can be awarded for an explanation of a number of possible negative economic impacts of tourism for Cambodia. There may be some attempt to evaluate some of the impacts. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> can be awarded for identifying/describing possible negative economic impacts. The Information may be in the form of a list, explanations are incomplete and lack coherent organisation and arguments are partial (if present). There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Answers may be generic in their description.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	12
2(a)	<p><b>Explain <u>two</u> negative socio-cultural impacts of tourism for Bali.</b></p> <p>Award one mark for identification of each impact and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>Commodification or merchandising of the area (1) culture and events turn into a commodity and therefore losing identity (1)</li> <li>Conflicts with local community (1) lack of respect for religious or cultural rituals (1)</li> <li>Social problems such as begging or prostitution (1) causing a breakdown in moral and societal codes (1)</li> </ul> <p>Accept any other reasonable answer.</p>	4

Question	Answer	Mark
2(b)	<p><b>Assess the negative environmental impacts of tourism on Bali.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Pressure on local services and land – rice fields disappearing, water table shrinking</li> <li>Flooding, sea water levels increasing</li> <li>Silt and loss of swamp reefs and mangroves</li> <li>Traffic and people congestion</li> <li>Erosion of natural resources</li> <li>Pollution of air and water</li> <li>Increased levels of litter</li> <li>Noise</li> <li>Visual and aesthetic pollution</li> <li>Destruction of wildlife systems and breeding patterns</li> </ul> <p>Other relevant responses should also be credited. Mark according to the levels of response criteria below:</p> <p><b>Level 3 (7–9 marks)</b> can be awarded for assessment of negative environmental impacts. Candidates effectively assess a range of impacts and clearly attempt to weigh up their significance. There should be sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> can be awarded for an explanation of a number of negative environmental impacts. There may be some attempt to assess some of the impacts. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–3 marks)</b> Can be awarded for identifying/describing some negative environmental impacts. Information may be in the form of a list, explanations are incomplete and arguments partial (if present). The answer lacks coherent organisation and there is little or no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	9

Question	Answer	Mark
2(c)	<p><b>Evaluate sustainable tourism policies that the Balinese authorities might undertake to prevent negative environmental impacts.</b></p> <p>Indicative content:  Through economic objectives e.g. maximisation of retention of visitor spending, investment  Environmental objectives – preservation, conservation and regeneration  Socio-cultural objectives – protection, community involvement and empowerment, access, staff development,  Political objectives – image, reputation</p> <p>May be subdivided into the following:  Sound financial and business planning environmental management  Education of visitors  Sensitivity to cultural and social dynamics  Efficient management, training and customer service  Consideration and inclusion of all stakeholders  Long term vision and good laws and governance  Marketing and communications programmes to showcase the positive elements</p> <p>Other relevant responses should also be credited. Mark according to the levels of response criteria below:</p> <p><b>Level 3 (9–12 marks)</b> can be awarded for evaluating sustainable tourism policies and attempting to weigh up the significance of each policy. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (5–8 marks)</b> can be awarded for an explanation of sustainable tourism policies. There may be some attempt to evaluate some policies. The answer is relevant and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p> <p><b>Level 1 (1–4 marks)</b> can be awarded for identifying/describing sustainable tourism policies. The Information may be in the form of a list, explanations are incomplete and lack coherent organisation and arguments are partial (if present). There is little or no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology. Answers may be generic in their description.</p> <p><b>Level 0 (0 marks)</b>  No content worthy of credit.</p>	12