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**TRAVEL & TOURISM**

**9395/42**

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	Mark
1(a)	<p><b>Explain <u>two</u> reasons why successful destination management involves working in partnerships.</b></p> <p>Award one mark for each of two identified reasons for why destination management involves working in successful partnerships, plus an additional mark for an explanation. e.g.</p> <p style="padding-left: 40px;">Partnerships between commercial and non commercial organisations ensures that all interests of different businesses are considered (1) this will prevent conflicts occurring in the future(1)</p> <p style="padding-left: 40px;">Will encourage long term benefits for the destination and the community [1] this will generate economic benefits by having a united approach and prevent failures or issues arising (1)</p> <p style="padding-left: 40px;">Aids in understanding and empowering the local community (1) joint collaboration helps to be more aware in a very competitive environment. (1)</p> <p>Accept any reasonable interpretation</p>	<b>4</b>
1(b)	<p><b>Assess likely strategies that organisations such as Visit Wales might use for assessing visitor needs.</b></p> <p>Candidates are expected to be aware of strategies that national organisations might apply. They may also use the information provided in Fig. 1.</p> <p><u>Indicative content</u></p> <p style="padding-left: 40px;"><i>Management activities include:</i></p> <p style="padding-left: 40px;"><i>Researching</i></p> <p style="padding-left: 40px;"><i>Visitor and traffic management surveys</i></p> <p style="padding-left: 40px;"><i>Questionnaires</i></p> <p style="padding-left: 40px;"><i>Setting priorities</i></p> <p style="padding-left: 40px;"><i>Setting funding and budgets</i></p> <p style="padding-left: 40px;"><i>Marketing strategies to understand and develop the destination</i></p> <p style="padding-left: 40px;"><i>Developing new products to fit customer needs</i></p> <p style="padding-left: 40px;"><i>Training and customer service models</i></p> <p><u>Use level of response criteria</u></p> <p><b>Level 0 (0 marks)</b> No content worthy of credit</p> <p><b>Level 1 (1–3 marks)</b> will <b>identify/describe</b> some possible strategies. 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 strategies used to assess visitor needs. 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 strategies. 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>analytical comments</b> about the strategies that Visit Wales might use to assess visitor needs. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p>	<b>9</b>

Question	Answer	Mark
1(c)	<p><b>Using examples, discuss methods for successful destination management.</b></p> <p>Candidates are expected to be aware of destination management activities, 4.2 with supporting evidence provided from Fig. 1.</p> <p><u>Indicative content</u></p> <p><i>Sustainable tourism policies</i>  <i>Developing new products and services</i>  <i>Visitor and traffic management</i>  <i>Communication, monitoring</i>  <i>Encouraging responsible tourism behaviour</i>  <i>Branding</i>  <i>Marketing</i>  <i>Partnerships</i>  <i>Community involvement – support local economy and local produce</i>  <i>Planning control</i>  <i>Environmental audits</i></p> <p><u>Use level of response criteria</u></p> <p><b>Level 0 (0 marks)</b> No content worthy of credit</p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible methods. 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 methods of destination management. 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 objectives. 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>discussing several</b> methods of destination management. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p>	12

Question	Answer	Mark
2(a)	<p><b>Explain <u>two</u> political benefits of Ghana protecting natural areas.</b></p> <p>Award one mark for each of two identified benefits. Plus an additional mark for an explanation of these benefits.</p> <p>Opportunity to enhance the image of the country by protecting the area [1] this will retain the beauty and allow tourists to continue to visit [1] Give Ghana a good reputation [1] which will encourage more tourists to visit [1] This will provide possible economic benefits [1] increasing the country's GDP [1]</p>	4
2(b)	<p><b>Assess how community-based tourism can help to reduce negative environmental impacts in destinations such as Ghana.</b></p> <p>Candidates are expected to be aware of environmental impacts both positive and negative. They should be able to combine their knowledge with information provided from Fig. 2.</p> <p><i>Indicative content</i></p> <p><i>Community based tourism aims to create a mutually beneficial three-way relationship between conservationists, tourists and local communities. This approach helps to minimize impacts on the environment by</i></p> <p><i>Improve co-operation and understanding between the different parties</i> <i>Joint initiatives</i> <i>Lead to protection and appropriate development of areas</i> <i>Sensitively regenerate areas</i> <i>Prevent unauthorised building</i> <i>Improve conservation efforts</i></p> <p><u>Use level of response criteria</u></p> <p><b>Level 0 (0 marks)</b> No content worthy of credit</p> <p><b>Level 1 (1–3 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 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 impacts. 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 how community based tourism can reduce the environmental impacts. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p>	9

Question	Answer	Mark
2(c)	<p><b>Evaluate possible strategies to preserve Ghanaian traditions.</b></p> <p>Candidates are expected to be aware of socio-cultural impacts as stated in 4.3.3 (a) This also links to 4.1 for NGOs. They should be able to combine their knowledge with information provided from Fig. 2.</p> <p><i>Indicative content</i></p> <p><i>Continued empowerment of the local people allowing them to manage their own environment</i></p> <p><i>Expand community facilities and public services allowing local people to showcase their work</i></p> <p><i>Aid in strengthening the cultural identity</i></p> <p><i>Educate visitors through cultural understanding programmes</i></p> <p><i>Promote authentic customs and crafts</i></p> <p><i>Assist with training linking with NGOs</i></p> <p><i>Use level of response criteria</i></p> <p><b>Level 0 (0 marks)</b> No content worthy of credit</p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible strategies. Information may be in the form of a list. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge of strategies for preserving traditions. 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 strategies. 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>evaluative comments</b> about appropriate strategies, some consideration should be given to Ghana and not simply a generic response. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p>	12