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**TRAVEL AND TOURISM**

**9395/41**

Paper 4 Destination Management

**October/November 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.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **8** 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> ways the owners of the Dordogne caves might develop their products and services.</b></p> <p>Award one mark for each of two identified ways, plus an additional mark for an explanation.</p> <p>Offering guided tours (1) in small groups giving information about the site (1) Develop a better booking system (1) use on-line system or apps (1) Provide a brochure or leaflet (1) to help inform and give advice to potential visitors (1)</p> <p>Accept any other reasonable response.</p>	<b>4</b>

Question	Answer	Mark
1(b)	<p><b>Assess possible ways that visitor impacts to the caves can further be reduced.</b></p> <p>Candidates are expected to be aware of the environmental objectives of tourism in 4.2. They should be able to combine their knowledge with information provided in Fig. 1.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Further assessment of the carrying capacity of the area</li> <li>Set smaller visitor number thresholds, reduce from 550 and perhaps charge individuals slightly more to offset losses</li> <li>Only allow small groups to visit at any one time – timing/zoning</li> <li>Setting regular maintenance checks with full details of repair, damage and refurbishment required</li> <li>Sustainable use of resources</li> </ul> <p>Mark according to the level of response criteria below:</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of possible ways that visitor impacts to the caves can further be reduced. Candidates effectively assess a range of valid ways and clearly attempt to weigh up the significance of each. Analytical language will be used. 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 (4–6 marks)</b> Candidates will show an understanding of the question and include identification and explanation of some valid possible ways that visitor impacts to the caves can further be reduced. There may be some attempt to assess and some analytical language may be used. The answer is largely relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some possible ways that visitor impacts to the caves can further be reduced. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is 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 ways commercial and non-commercial organisations can work together for the benefit of the local community in destinations such as Dordogne.</b></p> <p>Candidates are expected to be aware of commercial and non-commercial organisations in destination management in 4.2 and combine this with knowledge provided in Fig. 1.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Joint partnerships can aid with long term benefits for both parties</li> <li>Investment of funds gained from tourists into projects that will benefit the community, such as new infrastructure – roads, bridges, lighting, etc.</li> <li>Destinations can manage tourist activities to combine functions, e.g., events, festivals that will benefit both tourists and community alike</li> <li>Implementation of planning and development to prevent inappropriate or dangerous buildings or developments from being built</li> <li>Joint marketing and advertising to publicise the area</li> </ul> <p>Marking according to the level of response criteria below:</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of the ways that commercial and non-commercial organisations can work together for the benefit of the local community. Candidates effectively evaluate a range of valid ways and clearly attempt to weigh up the significance of each. Analytical language will be used. 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> Candidates will show an understanding of the question and include identification and explanation of some valid ways that commercial and non-commercial organisations can work together for the benefit of the local community. There may be some attempt to evaluate and some analytical language may be used. The answer is largely relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe some ways that commercial and non-commercial organisations can work together for the benefit of the local community. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to evaluate. 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>	12

Question	Answer	Mark
2(a)	<p data-bbox="300 241 1238 280"><b>Explain <u>two</u> benefits for Moroccan tourism of having 'Vision 2020'.</b></p> <p data-bbox="300 315 1326 378">Award one mark for each of two identified benefits, plus an additional mark for an explanation.</p> <p data-bbox="357 416 1326 591">Sets clear priorities (1) and commits plans for future growth (1) Sets funding and budgets (1) in order to get work completed within given time-frame (1) Sets tourism development strategic direction (1) allows everyone to follow (1)</p> <p data-bbox="300 622 818 656">Accept any other reasonable response.</p>	<b>4</b>

Question	Answer	Mark
2(b)	<p><b>Assess how the multiplier effect may bring positive impacts to Morocco.</b></p> <p>Candidates are expected to be aware of economic benefits and the multiplier effect in 4.3.1. They should be able to combine their knowledge with information provided from Fig. 2.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Tourism is seen as a strong creator of social and economic development, contributing 12% of GDP and supporting some 505 000 direct jobs. The sector is also an important foreign exchange earner, generating up to €6.2 billion</li> <li>The term multiplier effect refers to the resulting effect of a service or amenity creating further wealth or positive effects in an area</li> <li>Tourism will create jobs both direct and indirect in Morocco</li> <li>Employees of the tourism industry will have some extra money to spend on other services</li> <li>The recirculation of money helps in improving other services in community, allowing further employment in the area</li> </ul> <p>Mark according to the level of response criteria below:</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of how the multiplier effect may bring positive impacts to Morocco. Candidates effectively assess a range of valid ways and clearly attempt to weigh up the significance of each. Analytical language will be used. 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 (4–6 marks)</b> Candidates will show an understanding of the question and include identification and explanation of how the multiplier effect may bring positive impacts to Morocco. There may be some attempt to assess and some analytical language may be used. The answer is largely relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some possible ways the multiplier effect may bring positive impacts to Morocco. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is 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 the possible negative socio-cultural impacts that may occur in Morocco.</b></p> <p>Candidates are expected to be aware of socio cultural impacts in 4.3.3. They should be able to combine their knowledge with information provided in Fig. 2.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Possible conflicts with host community</li> <li>Changes to family structure</li> <li>Social problems, begging, crime</li> <li>Loss of cultural identity</li> <li>Demonstration effect</li> <li>Commodification</li> <li>Staged authenticity</li> <li>Damage to artefacts and heritage sites</li> </ul> <p>Mark according to the level of response criteria below:</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of the possible negative socio-cultural impacts that may occur in Morocco. Candidates effectively evaluate a range of valid ways and clearly attempt to weigh up the significance of each. Analytical language will be used. 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> Candidates will show an understanding of the question and include identification and explanation of some possible negative socio-cultural impacts that may occur in Morocco. There may be some attempt to evaluate and some analytical language may be used. The answer is largely relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe some possible negative socio-cultural impacts that may occur in Morocco. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to evaluate. 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>	12