
TRAVEL AND TOURISM

9395/42

Paper 4 Destination Management

October/November 2019

MARK SCHEME

Maximum Mark: 50

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.

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>Explain <u>two</u> ways tour operators can ensure visitors respect local cultures in Peru.</p> <p>Award one mark for each of two identified ways, plus an additional mark for an explanation.</p> <ul style="list-style-type: none">• By issuing advice at booking stage, [1] this can be done via a brochure or face to face [1]• By advertising the holiday as an eco-trip [1] which should give visitors a code of behaviour conduct [1]• By promoting the destination as being a sustainable tourism destination [1] highlighting the importance of respecting local people and cultural heritage [1]• Adjusting their marketing strategies, e.g. suggesting potential visitors download a destination app [1] giving instant and up to date information on destinations via computer, tablet, mobile phone, etc. [1] <p>Accept any other reasonable response.</p>	4

Question	Answer	Mark
1(b)	<p>Assess possible ways that visitor impacts on Machu Picchu can be monitored.</p> <p>Candidates are expected to be aware of the environmental objectives of tourism in 4.2. (b). They should be able to combine their knowledge with information provided from Fig. 1.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Minimising of the negative impacts of tourism by assessing damage using an environmental audit, this can reduce the loss of natural resources, degradation or social disruption. However, an EIA may be subject to public consultation • Assess the carrying capacity of the area • Set visitor number thresholds • Set pricing mechanisms and tickets to monitor number of visitors to the site • Setting regular maintenance rotas with full details of repair, damage and refurbishment required • Sustainable use of resources <p>Mark according to the level of response criteria below:</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and assessment of ways that visitor impacts on Machu Picchu. can be monitored. 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>Level 2 (4–6 marks) Candidates will show an understanding of the question and include identification and explanation of some valid ways that visitor impacts on Machu Picchu can be monitored. 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>Level 1 (1–3 marks) Candidates identify/describe some possible ways that visitor impacts can be monitored. 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>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Mark
1(c)	<p>Evaluate the importance of cultural engagement with visitors for the communities at Machu Picchu.</p> <p>Candidates are expected to be aware of positive socio-cultural impacts of tourism and combine that with information provided in Fig. 1.1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> • Cultural engagement will help to preserve customs and crafts • Encourage cultural bonding • Deepen cultural understanding • Empower communities • Strengthen cultural identity and prevent loss of culture or watering down of culture • Preserved for future generations • May assist the community with facilities and public services through success of sustaining cultural roles <p>Mark according to the level of response criteria below:</p> <p>Level 3 (9–12 marks) Candidates will show a clear understanding of the question and include detailed identification and evaluation of the importance of cultural engagement with visitors for communities at Machu Picchu. 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>Level 2 (5–8 marks) Candidates will show an understanding of the question and include identification and explanation of some valid ways cultural engagement with visitors is important for the communities at Machu Picchu. 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>Level 1 (1–4 marks) Candidates identify/describe some ways cultural engagement with visitors is important for local communities. 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>Level 0 (0 marks) No content worthy of credit.</p>	12

Question	Answer	Mark
2(a)	<p>Explain <u>two</u> likely political objectives of destination management for Namibia.</p> <p>Award one mark for each of two identified objectives. Plus an additional mark for an explanation.</p> <ul style="list-style-type: none">• Enhanced image of the country [1] which will bring in more visitors [1]• Namibia will gain a good reputation [1] as a top conservation destination to visit [1]• Government will benefit economically [1] more money, particularly foreign exchange brought into the country will spread wealth [1] <p>Accept any other reasonable response.</p>	4

Question	Answer	Mark
2(b)	<p>Assess the likely environmental benefits of the conservation strategies for tourism in Namibia.</p> <p>Candidates are expected to be aware of a variety of environmental benefits from 4.2. and 4.3. 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"> • The conservation work will improve the assets and land management • Restoration of biological diversity • Help to protect the landscape • Help with regeneration of the area • Prevent destruction of natural wildlife systems and breeding patterns • Secure the environment for future and for visitors to enjoy <p>Mark according to the level of response criteria below:</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and assessment of likely environmental benefits of the conservation strategies for tourism in Namibia. Candidates effectively assess a range of valid benefits 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>Level 2 (4–6 marks) Candidates will show an understanding of the question and include identification and explanation of some valid environmental benefits of the conservation strategies for tourism in Namibia. 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>Level 1 (1–3 marks) Candidates identify/describe some possible likely environmental benefits of conservation strategies. 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>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Mark
2(c)	<p>Evaluate the economic impacts of tourism to the rural communities in Namibia.</p> <p>Candidates are expected to be aware of economic impacts in 4.3.1. They should be able to combine their knowledge with information provided in Fig. 2.1.</p> <p>Indicative content: People are living and working with wildlife and are managing their natural resources wisely. They are also reaping the benefits. Recently, community-based natural resource management generated over N\$ 42 million in income to rural Namibians. At the same time, the programme is assisting with a remarkable recovery of wildlife and tourist numbers.</p> <p>Economic impacts:</p> <ul style="list-style-type: none"> • Income generation • Increased job creation • Wealth and economic development of the area to benefit infrastructure • Multiplier effect • No leakage • No decline in traditional employment roles as these are still being maintained • No low skills and pay <p>Mark according to the level of response criteria below:</p> <p>Level 3 (9–12 marks) Candidates will show a clear understanding of the question and include detailed identification and evaluation of the environmental impacts of tourism on the rural communities in Namibia. Candidates effectively evaluate a range of valid impacts 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>Level 2 (5–8 marks) Candidates will show an understanding of the question and include identification and explanation of some valid environmental impacts of tourism on the rural communities in Namibia. 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>Level 1 (1–4 marks) Candidates identify/describe some environmental impacts of tourism. 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>Level 0 (0 marks) No response worthy of credit.</p>	12