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**TRAVEL AND TOURISM**

**9395/43**

Paper 4 Destination Management

**October/November 2017**

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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Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> likely priorities of cruise ship companies.</b></p> <p>Award one mark for each of two identified priorities for cruise ship companies, plus an additional mark for an explanation. e.g.</p> <ul style="list-style-type: none"> <li>• As a commercial organisation it would wish to market and sell its products [1] endeavouring to make a profit and have a good return on its investments [1]</li> <li>• Develop further its products and services [1] tapping into markets that are, as yet, undeveloped [1]</li> <li>• Keep passengers entertained throughout their experience [1] in order that they will return and give positive feedback by word of mouth, thus advertising the company [1]</li> </ul> <p>Accept any reasonable interpretation from Fig. 1</p>	<b>4</b>
1(b)	<p><b>Discuss possible ways cruise ship companies might minimise the negative environmental impacts of cruising.</b></p> <p>Candidates are expected to be aware of the impacts of tourism development. They should be able to combine their knowledge of developing countries with information provided from Fig. 1.</p> <p><u>Indicative content</u></p> <ul style="list-style-type: none"> <li>• Conservation themes, consider routes and areas where they put to port</li> <li>• Education of customers to be more environmentally aware and less wasteful</li> <li>• Promote sustainability</li> <li>• Develop new more sustainable/eco-friendly ships using solar/recycling</li> <li>• Preservation</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 1 (1–3 marks)</b> will <b>identify/describe</b> some possible ways. 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 minimise 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 possible ways. 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 environmental impacts can be minimised. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p>	<b>9</b>

Question	Answer	Marks
1(c)	<p><b>Assess the benefits to destinations, such as the Caribbean, the Mediterranean and Alaska, of encouraging more visits by cruise ships.</b></p> <p>Candidates are expected to be aware of commercial organisations and their roles in tourism development along with supporting evidence provided from Fig. 1.</p> <p><i>Indicative content</i></p> <ul style="list-style-type: none"> <li>• Benefits will include – more business to generate income for the locality which can be invested in social projects for the local community</li> <li>• Multiplier effect which will benefit more than just one area</li> <li>• Wealth generation can then be spread to other organisations e.g. tour operators such as bus and coach companies</li> <li>• Benefits to local attractions, cafes, restaurants, etc. through greater usage</li> <li>• May extend seasons for local employees</li> <li>• Maximise and retain visitor spending</li> </ul> <p><i>Use level of response criteria</i></p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible benefits. 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 socio cultural impacts. 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 benefits. 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> will explain the benefits and consideration should be given to assessment of these benefits. 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> roles of a DMC.</b></p> <p>Award one mark for each of two identified roles of DMCs. Plus an additional mark for an explanation of the roles.</p> <ul style="list-style-type: none"> <li>• Local Destination Management Companies look after visitor management by incorporating fresh ideas, designed to suit particular event requirements. [1] They will ensure that guests get an authentic taste of a destination [1].</li> <li>• Provides services, knowledge and expertise [1] such as meeting and greeting customers [1]</li> <li>• Organises transportation and accommodation arrangements [1] transfers and all the logistics required to make a visit as smooth as possible [1]</li> </ul>	<b>4</b>
2(b)	<p><b>Explain the ways DMCs can encourage responsible tourist behaviour.</b></p> <p>Candidates are expected to be aware of impacts and the role of responsible tourist behaviour. 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>• By educating the tourist through a variety of means, offering responsible products and services and ensuring that the message of responsible behaviour is communicated to tourists</li> <li>• By delivering strong marketing/advertising messages</li> <li>• Issuing a code of conduct drawn up with local people and organisations involved</li> <li>• By incorporating community projects and involving local people</li> <li>• By involving all stakeholders at a destination, keeping communication lines open and encouraging local people to have a strong input</li> </ul> <p><i>Use level of response criteria</i></p> <p><b>Level 1 (1–3 marks)</b> will <b>identify/describe</b> some possible ways. 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 economic 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 ways. 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 ways DMCs can encourage responsible behaviour. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p>	<b>9</b>

Question	Answer	Marks
2(c)	<p><b>Discuss the ways quality assurance of DMCs may help to retain an authentic cultural experience for visitors.</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 information provided in Fig. 2.</p> <p><i>Indicative content</i></p> <ul style="list-style-type: none"> <li>• The quality assurance is a guideline for signed-up DMCs – the requirements of which incorporate good practice and the retention of Maltese values and customs</li> <li>• The criteria for quality assurance is for the highest possible quality of events done by DMCs and this should ensure authenticity of culture as well as a variety of cultural events, however, they do encourage overseas participants and this will need careful monitoring of quality overall</li> <li>• By organising cultural events such as art festivals and expanding understanding of good practice linked to cultural importance that local communities will benefit from</li> <li>• Helps to retain value and credibility of culture as the guidelines for DMCs are clear to follow and fit for purpose</li> <li>• DMCs should display quality, consistency and professionalism in line with the guidelines</li> </ul> <p><i>Use level of response criteria</i></p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible ways. 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 DMCs, roles, priorities, quality and culture. 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 ways. 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 DMCs, quality, roles, priorities and culture. Consideration should be given to the importance of authenticity under discussion and not simply a generic response. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p>	12