

---

**TRAVEL & TOURISM**

**9395/41**

Paper 4 Destination Management

**May/June 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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U 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	Marks
1(a)	<p><b>Explain <u>two</u> reasons why the New Zealand government and tourism operators would want to reduce the negative media impact of the recent earthquake.</b></p> <p>Award one mark for each of two identified reasons for why the government and tourism operators would wish to reduce the negative media impact and a second mark for an explanation.</p> <ul style="list-style-type: none"><li>• May deter tourists from booking trips to N.Z particularly from China (1) where bookings are up 24% (1)</li><li>• Reduce political objectives (1) such as reducing the whole image and perception of the country</li><li>• Damage the tourism reputation of the country (1) causing long-term negative socio-cultural, economic and environmental impacts. (1)</li></ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess the likely economic impacts of natural disasters to destinations such as New Zealand.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Low or no income generation</li> <li>• Loss in wealth to the area – with no income in public and social projects for local communities</li> <li>• Negative multiplier effect – lack of circulation of money, may lead to loss in employment opportunities, development of infrastructure</li> <li>• Government may set economic strategies to minimise leakages from the economy and may set taxes to offset losses</li> <li>• Government and tourism organisations may work together to develop new job opportunities to develop new products during clean up.</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 likely economic 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 likely economic 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> will identify/describe some likely economic 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>	<b>9</b>

Question	Answer	Marks
1(c)	<p><b>Evaluate the environmental objectives of tourism development following a natural disaster.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Environmental objectives minimising the negative impacts of tourism – congestion, trampling, pollution etc.</li> <li>• Preservation, conservation and regeneration of local environments and natural destinations, their flora and fauna – putting into place systems and liaising with relevant associations</li> <li>• Sustainable use of resources – particularly in light of limits and damage to the resources following the natural disaster</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 environmental objectives of tourism development following a natural disaster and attempting to weigh up the significance of each objective. 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 environmental objectives of tourism development. There may be some attempt to evaluate some of the objectives. 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 environmental objectives of tourism development. 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.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	12

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> reasons why SLTDA may want to support the work of the Institute of Tourism and Hotel Management.</b></p> <p>Award one mark for each of two identified reasons and a second mark for an explanation of these reasons.</p> <ul style="list-style-type: none"><li>• By providing both interest and assistance with management and strategic planning (1) they will ensure that there is training and employment for the locals (1)</li><li>• Influencing the curriculum and syllabus (1) which will meet the needs of the industry in Sri Lanka for the future (1)</li><li>• By encouraging and marketing the education of the indigenous people of Sri Lanka (1) this will prevent job leakage and support government planning to retain a workforce (1)</li></ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess how the SLTDA destination management activities might help to monitor and evaluate Sri Lankan tourism.</b></p> <p>Indicative content: The Sri Lanka Tourism Development Authority (SLTDA) is committed to ensuring tourist destinations make the best use of their environmental and cultural resources, while respecting the socio-cultural traditions of local communities and providing economic benefits to communities, businesses, and national economies through responsible tourism planning and development.</p> <p>The destination management activities are:</p> <ul style="list-style-type: none"> <li>• Visitor numbers and return visits, this shows success and highlights where there is little growth, different visitor management techniques are used to help with flows</li> <li>• EIA – allows for assessing damage to the environment</li> <li>• Carrying capacity – demonstrates number of users an area can allow before damage occurs</li> <li>• Code of conduct – responsible tourism education</li> <li>• Sustainability indicator – requires informed participation of all stakeholders as well as political leadership to ensure good practice to boost the economy as well as deliver on environmental issues</li> </ul> <p>Other issues that may be considered include:</p> <ul style="list-style-type: none"> <li>• Budget controls, assessment of income and expenditure – amount of spending can be used to assess the areas for spend and the areas where money is being wasted</li> <li>• Staff turnover and motivation – losing staff and poor motivation is an indicator that the management is not succeeding and greater planning and understanding is required</li> <li>• Marketing and public relations techniques – costs vs. success rates</li> <li>• Application of new methods taking into consideration new technological advancements – use and up-take of new technologies helps to indicate performance and success rates</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 possible activities to monitor and evaluate Sri Lankan Tourism. Candidates effectively assess a range 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 activities that might help to monitor and evaluate Sri Lankan tourism. There may be some attempt to assess some of the activities. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of specialist vocabulary.</p>	9

Question	Answer	Marks
2(b)	<p><b>Level 1 (1–3 marks)</b> can be awarded for identifying/describing possible destination management activities to help monitor and evaluate Sri Lankan tourism. 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>	
2(c)	<p><b>Evaluate the methods which SLTDA might use to preserve the socio-cultural traditions of local communities in Sri Lanka.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Continued empowerment of the local people allowing them to manage their own environment</li> <li>• Expand community facilities and public services allowing local people to showcase their work</li> <li>• Aid in strengthening the cultural identity</li> <li>• Educate visitors through cultural understanding programmes</li> <li>• Promote authentic customs and crafts</li> <li>• Assist with training linking with NGOs</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 methods to preserve socio-cultural traditions and attempt to weigh up the significance of each method. 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 methods to preserve socio-cultural traditions. There may be some attempt to evaluate some of the methods. 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 some methods to preserve socio-cultural traditions. 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.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	<b>12</b>