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**TRAVEL AND TOURISM**

**9395/43**

Paper 4 Destination Management

**October/November 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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 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	Marks
1(a)	<p><b>Explain <u>two</u> ways Sarawak Convention Bureau (SCB) aims to strengthen the tourism industry.</b></p> <p>Award one mark for each of two identified reasons for offering the ways, plus an additional mark for an explanation.</p> <p>e.g.</p> <p>SCB aims to strengthen the tourism industry by working with a variety of organisations such as associations, corporate organisations, government agencies, media and industry partners. [1] This allows greater connections to different destination management organisations allowing possible expansion of contacts [1]</p> <p>A strengthening of the tourism industry enables the ability to promote awareness of the area and the work [1] thus allowing the development of strong community links [1]</p> <p>A link can be made by networking with organisations [1] encouraging first-class tourism products [1]</p> <p>Accept any other reasonable interpretation.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess the ways that the Gunung Mulu National Park can prevent negative environmental impacts.</b></p> <p>Candidates are expected to be aware of the environmental impacts of tourism. They should be able to combine their knowledge with information provided in Fig. 1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Introduce zoning</li> <li>Charging – fees – scale of fees according to area visited and time of year</li> <li>Seasonal opening</li> <li>Only allow access with qualified guides</li> <li>Incorporate conservation areas</li> <li>Fence off areas for protection</li> <li>Limit access of numbers – carrying capacity</li> <li>Give advice/educate tourists</li> </ul> <p>Use level of response criteria</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and explanation of the methods used to prevent negative environmental impacts. Candidates effectively assess a range of options and clearly attempt to weigh up the significance of the ways. 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 explanations of a number of methods used to prevent negative environmental impacts. There is some attempt to assess some of the methods. The answer is 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 methods used to prevent negative environmental impacts. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack 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 rewardable content.</p>	<b>9</b>

Question	Answer	Marks
1(c)	<p><b>Evaluate the economic impacts of tourism to Sarawak.</b></p> <p>Candidates are expected to be aware of economic impacts and to be able to evaluate the impacts provided in Fig. 1 giving good reasons for their evaluations.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Income generation</li> <li>Multiplier effect</li> <li>Job creation and training</li> <li>Development of infrastructure</li> <li>Increased foreign exchange</li> </ul> <p>Use level of response criteria</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and explanation of the economic impacts of tourism on Sarawak. Candidates effectively evaluate a range of impacts and clearly attempt to weigh up the significance of them. 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 explanations of a number of economic impacts on Sarawak. There may be some attempt to evaluate some of the impacts. The answer is 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 economic impacts of tourism. Information may be a list of actions but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and 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 rewardable content.</p>	12

Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> roles of commercial DMCs.</b></p> <p>Award one mark for each of two identified roles. Plus an additional mark for an explanation.</p> <p>A DMC can select, package and tailor complete programmes for e.g., incentive travel, meetings and leisure activities. [1] They will deal with all aspects of the planned trip whether it is part or all of the arrangements but will be interested in making a profit [1]</p> <p>A DMC will handle hotel bookings, meeting room reservations, transportation, lunches and dinners, etc. [1] They will be wishing to develop new products and services to tailor to the new markets to expand their client base [1]</p> <p>A DMC will liaise with local businesses such as accommodation providers [1] and will organise services or tours accordingly keeping good connections with the local community [1]</p> <p>Accept any other reasonable response.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Assess the importance for DMCs of developing specialised products.</b></p> <p>Candidates are expected to be aware of specialised tourism products. They should be able to combine their knowledge with information provided from Fig. 2.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Link to product life cycle and need to develop and grow in the industry</li> <li>Specialised products fulfil need of large market sector and need to be exploited</li> <li>Maximising the latest fashion and trends for returning customers and profit margins</li> <li>Be able to support the market in sustainable and responsible tourism</li> <li>Keeping up to date with tourist wants and needs</li> <li>Remain competitive in a tough tourism market where competition and choice is evident</li> <li>Develop practices that minimise negative impacts and thereby save the destination from neglect</li> </ul> <p>Use level of response criteria</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and explanation of the importance to DMCs of developing specialised products. Candidates effectively assess a range of options and clearly attempt to weigh up the significance of the specialised products. 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 explanations of a number of specialised products and their importance to DMCs. There is some attempt to assess some of the points made. The answer is 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 specialised products that could be developed. Information may be a list of points but explanations are incomplete and arguments partial (if present). The explanations lack 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 rewardable content.</p>	9

Question	Answer	Marks
2(c)	<p><b>Evaluate the advantages to tourism development of developing strong community links.</b></p> <p>Candidates are expected to be aware of the objectives of tourism development and management in 4.2. They should be able to combine their knowledge with information provided in Fig. 2.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>Allows good networking opportunities</li> <li>Provides support</li> <li>Provides trustworthy sources</li> <li>Gain community involvement and empowerment</li> <li>Strengthens relationships and benefits the area economically which can turn into investment for public and social projects for the locals</li> <li>Enhances reputations</li> </ul> <p>Use level of response criteria</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and explanation of the advantages to tourism development of developing strong community links. Candidates effectively evaluate a range of advantages and clearly attempt to weigh up the significance of them. 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 explanations of a number of advantages to tourism development of developing strong community links. There may be some attempt to evaluate some of the advantages. The answer is 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 advantages of developing strong community links. Information may be a list of actions but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and 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 rewardable content.</p>	12