

---

**TRAVEL AND TOURISM**

**9395/41**

Paper 4 Destination Management

**May/June 2017**

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

Question	Answer	Mark
1(a)	<p><b>Explain <u>two</u> reasons why the Rainforest Alliance offers training and education to tourism businesses.</b></p> <p>Award one mark for each of two identified reasons for offering education and training, plus an additional mark for an explanation. e.g.</p> <ul style="list-style-type: none"> <li>• By ensuring that businesses are adopting techniques that are sustainable (1) in order to align with good practice for their continued/future growth (1)</li> <li>• To encourage local tourism businesses to be efficient in the running of their organisational procedures (1) in this way, they will have less negative impacts on the environment (1)</li> <li>• Rainforest Alliance sees their involvement as supporting communities (1) and therefore maximising benefits for both the environment and the success of the tourism business (1)</li> </ul> <p>Accept any reasonable interpretation from Fig. 1</p>	4
1(b)	<p><b>Assess the likely positive economic impacts that tourism may bring to developing countries.</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 in Fig. 1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Tourism provides a vital source of income</li> <li>• Wealth/income generation – benefits the community through provision of better services and infrastructure</li> <li>• Employment – both direct and indirect</li> <li>• Job training</li> <li>• Multiplier effect</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 methods. 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 positive economic impacts that tourism may bring. 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 likely impacts. 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>analytical comments</b> about the ways in which positive economic impacts tourism may bring to developing countries. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p>	9

Question	Answer	Mark
1(c)	<p><b>Discuss the ways sustainable tourism policies and practices may contribute to successful destination management.</b></p> <p>Candidates are expected to be aware of sustainable tourism policies and practices with supporting evidence provided from Fig. 1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Sustainability principles refer to the environmental, economic, and socio-cultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability.</li> <li>• Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.</li> <li>• Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.</li> <li>• Ensure viable, long-term operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.</li> <li>• Sustainable tourism development requires the informed participation of all relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building. Achieving sustainable tourism is a continuous process and it requires constant monitoring of impacts, introducing the necessary preventive and/or corrective measures whenever necessary.</li> </ul> <p><u>Use level of response criteria</u></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 sustainable tourism policies and practices. 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 ways in which sustainable tourism policies and practices can contribute to successful destination management. The answer is relevant and not generic 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 full discussion about the sustainable tourism policies and practices and clearly shows how they can contribute to successful destination management. There should be sound and frequent evidence of thought, detailed and accurate knowledge and understanding.</p>	12

Question	Answer	Mark
2(a)	<p><b>Explain <u>two</u> ways the Cayman National Cultural Foundation (CNCF) is likely to preserve Cayman Islands traditions.</b></p> <p>Award one mark for each of two identified ways, plus an additional mark for an explanation of how these are likely to preserve traditions.</p> <ul style="list-style-type: none"> <li>• The Cayman National Cultural Foundation (CNCF) is likely to preserve traditions through the foundation supporting performing, visual, and literary arts of the Cayman people. [1] CNCF protects rich cultural monuments such as Miss Lassie’s House, a living masterpiece and one of the most important homes in the Cayman Islands. [1]</li> <li>• CNCF is also able to create a strong tourism presence working with galleries and festival organisers [1] by supporting other organisations both at grass route level and by working with specialist tour operators it will continue to grow interest in the Islands and its traditions. [1]</li> </ul>	<b>4</b>
2(b)	<p><b>Explain how an increase in tourism to the Cayman Islands may create conflicts for the host community.</b></p> <p>Candidates are expected to be aware of both positive and negative socio-cultural impacts. 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>• Increase in crime, social problems</li> <li>• Loss of cultural identity</li> <li>• Commodification</li> <li>• Staged authenticity</li> <li>• Demonstration effect</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 conflicts. Information may be in the form of a list. There is little or no attempt to explain fully. The answer is basic and shows limited knowledge of socio-cultural 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 conflicts. 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 a <b>detailed explanation/assessment</b> about the socio-cultural impacts consideration may be given to both positive and negative impacts through clear discussion of the argument. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p>	<b>9</b>

Question	Answer	Mark
2(c)	<p><b>Evaluate possible strategies that the Cayman Islands Department of Tourism may use to develop tourism.</b></p> <p>Candidates are expected to be aware of strategic development used by NTO's as they are clearly stated in 4.1 (a) 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>• Environmental strategies, e.g., protect and manage the environment and natural areas</li> <li>• Marketing strategies, e.g., develop further the image and brand of the Cayman Islands</li> <li>• Economic strategies, e.g., to prevent leakages from the economy, perhaps setting taxes</li> <li>• Conduct research and funding and budgets</li> <li>• Set priorities</li> </ul> <p><u>Use level of response criteria</u></p> <p><b>Level 1 (1–4 marks)</b> will <b>identify/describe</b> some possible strategies. Information may be in the form of a list. There is little or no attempt to evaluate. The answer is basic and shows limited knowledge of tourism development. 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 strategies and policies. 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>evaluative comments</b> about tourism development practices, strategies and policies, consideration should be given to the destination under discussion and not simply a generic response. There should be sound and frequent evidence throughout, detailed and accurate knowledge and understanding.</p>	<b>12</b>