

## **Cambridge Assessment International Education**

Cambridge International Advanced Subsidiary and Advanced Level

| CANDIDATE<br>NAME |  |                     |  |  |
|-------------------|--|---------------------|--|--|
| CENTRE<br>NUMBER  |  | CANDIDATE<br>NUMBER |  |  |

### TRAVEL AND TOURISM

9395/43

Paper 4 Destination Management

October/November 2019 1 hour 30 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

### **READ THESE INSTRUCTIONS FIRST**

Write your centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

All the Figures referred to in the questions are contained in the Insert.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of 9 printed pages, 3 blank pages and 1 Insert.

© UCLES 2019

| -, | Explain <b>two</b> ways the owners of the Dordogne caves might develop their products and services. |
|----|---|
|    | 1   |
|    |   |
|    |   |
|    |   |
|    | 2   |
|    |   |
|    |   |
|    | [4  |
|    | Assess possible ways visitor impacts to the caves can be further reduced.                           |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |

| <br>    |
|---------|
|         |
| <br>    |
|         |
|         |
|         |
|         |
|         |
| <br>    |
| <br>ro: |
| IU.     |

|       |       | <br> | <br> |   | <br> |       | <br> |
|-------|-------|------|------|---|------|-------|------|
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       |      |      |   |      |       |      |
|       |       |      |      |   |      |       |      |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       | ••••• | <br> | <br> | • | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       |      |      |   |      |       |      |
|       |       | <br> | <br> |   | <br> |       |      |
|       | ••••• | <br> | <br> |   | <br> | ••••• | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |
|       |       |      |      |   |      |       |      |
|       |       |      |      |   |      |       |      |
| ••••• | ••••  | <br> | <br> |   | <br> |       | <br> |
|       |       | <br> | <br> |   | <br> |       | <br> |

| [12 |
|-----|
|     |

| 1) | Explain <b>two</b> benefits for Moroccan tourism of having 'Vision 2020'. |
|----|---|
|    | 1   |
|    |   |
|    |   |
|    |   |
|    |   |
|    | 2   |
|    |   |
|    |   |
|    |   |
|    |   |
| )  | Assess how the multiplier effect may bring positive impacts to Morocco.   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |
|    |   |

| ••••• | <br> | •                                       |
|-------|------|---|
| <br>  | <br> |   |
| <br>  | <br> |   |
| <br>  | <br> |   |
|       |      |   |
| <br>  | <br> |   |
|       |      |   |
|       |      |   |
| <br>  | <br> |   |
| <br>  | <br> |   |
| <br>  | <br> |   |
|       |      |   |
|       | <br> |   |
| <br>  | <br> |   |
| <br>  | <br> |   |
| <br>  | <br> |   |
|       |      |   |
| ••••• | <br> | •                                       |
| <br>  | <br> | • |
| <br>  | <br> |   |
| <br>  | <br> |   |
|       |      |   |
|       | <br> |   |
| <br>  | <br> | •••••                                   |
| <br>  | <br> |   |
| <br>  | <br> |   |
|       |      |   |
|       | <br> |   |
| <br>  | <br> |   |
| <br>  | <br> |   |
|       |      | [0]                                     |

| • |  |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| • |  |
|   |  |
| - |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

| <br> |
|------|
|      |
|      |
| <br> |
| <br> |
| <br> |
| <br> |
|      |
|      |
| <br> |
| <br> |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
| [12] |

# **BLANK PAGE**

# **BLANK PAGE**

## **BLANK PAGE**

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.