



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/32

Paper 3 Destination Marketing

October/November 2020

MARK SCHEME

Maximum Mark: 500

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 2020 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 **10** 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.

**Social Sciences and Humanities Subject Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities, e.g. a scattergun approach to a question asking for *n* items
- f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.

Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

| Question | Answer | Marks |
|----------|---|----------|
| 1(a) | <p>Explain <u>two</u> ways that commercial travel and tourism organisations might contribute to the destination branding process for Croatia.</p> <p>Award one mark for each of two identified ways plus an additional mark for an explanation of each.</p> <p>International hotel chains might include reference to the destination brand within their website or on a dedicated local tourism channel on the TV (1) this might attract customers of the hotel chain to consider visiting alternative destinations (1)</p> <p>Airlines might play a short promotional video about the destination (1) to reinforce the brand message with passengers (1)</p> <p>Attractions might offer special tickets as part of the brand promotion (1) e.g. 'Full of Life' discount cards allowing discounted entry into museums or other attractions. (1)</p> <p>Funding/sponsorship (1) commercial organisations have the ability to invest in helping to market the destination brand/to invest in infrastructure development (1)</p> <p>Raising awareness (1) can help promote internationally via own marketing campaigns by using destination brand logos on marketing materials (1)</p> <p>Accept any other reasonable answer.</p> | 4 |

| Question | Answer | Marks |
|----------|--|-------|
| 1(b) | <p>Discuss why Croatia’s reputation with customers poses a challenge in marketing the ‘Croatia: Full of Life’ destination brand.</p> <p>Candidates are expected to be familiar with the types of challenges that are faced in marketing destination brands. The fact that the reputation of the country is beyond the control of those wishing to create it poses a significant challenge, particularly in this case study.</p> <p>Indicative content: Customers still perceive Croatia as a traditional sand, sea and sun destination. Croatia was trying to counter this image with the ‘Full of Life’ brand, but struggled to portray the country any differently than other similar destinations/competition/USP. Even tourism providers did not believe their own brand message. However, despite the rebrand, visitor numbers are not improving as customers adhere to the image and reputation given to it by those who have already visited and by the underlying traditional messages tourism organisations are still sending out. Appeal – infrastructure and technical impacts on reputation due to not keeping up with customer expectations/market trends. Perishability/seasonality – appealing to only one niche market, restricting customer appeal.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and explanation of the challenge posed by reputation and image set by others (listed above). Candidates effectively discuss some of the issues and clearly attempt to show the importance of each one. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology as well as specific reference the ‘Croatia: Full of Life’ brand.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include identification and explanation of some aspects of the challenge posed by reputation (listed above). The answer is relevant and shows reasonable knowledge and understanding of specific marketing concepts and principles with some use of appropriate terminology. There will be some reference to the ‘Croatia: Full of Life’ brand.</p> <p>Level 1 (1–3 marks) Candidates identify, in list format, or describe some aspects of the challenge of reputation (listed above). The answer is basic and shows limited knowledge and understanding of specific marketing concepts and principles with limited use of appropriate terminology. There may be no reference to Croatia.</p> <p>Level 0 (0 marks) No content worthy of credit.</p> | 9 |

| Question | Answer | Marks |
|----------|--|-------|
| 1(c) | <p>Evaluate the importance of stakeholder acceptance for the success of Croatia’s destination brand.</p> <p>Candidates should use their knowledge and understanding of stakeholder acceptance as a characteristic of an effective destination brand when answering this question.</p> <p>Indicative content: Tourism stakeholders in Croatia believed that they did not know how to sell their country successfully. Many stakeholders felt that the destination brand gave a contrasting brand message to the image and identity that stakeholders wanted to create. Brand success depends on all stakeholders giving the same brand message. For this to happen, all of these stakeholders must have a shared understanding of what the brand story is.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (9–12 marks) Candidates will show a clear understanding of the question and include detailed identification and explanation of the importance of stakeholder acceptance (listed above). Candidates effectively evaluate some of the reasons why stakeholder acceptance may impact on the success of a destination brand. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology as well as specific reference to the ‘Croatia: Full of Life’ brand.</p> <p>Level 2 (5–8 marks) Candidates will show an understanding of the question and include identification and explanation of some reasons for the importance of stakeholder acceptance (listed above). The answer is relevant and shows reasonable knowledge and understanding of specific concepts and principles with some use of appropriate terminology. There will be some reference to the ‘Croatia: Full of Life’ brand.</p> <p>Level 1 (1–4 marks) Candidates identify, in list format, or describe some reasons for the importance of stakeholder acceptance (listed above). The answer is basic and shows limited knowledge and understanding of specific concepts and principles with limited use of appropriate terminology. There may be no reference to the ‘Croatia: Full of Life’ brand.</p> <p>Level 0 (0 marks) No content worthy of credit.</p> | 12 |

| Question | Answer | Marks |
|----------|---|----------|
| 2(a) | <p>Explain <u>two</u> reasons why destinations use DMOs to help market themselves.</p> <p>Award one mark for each of two identified reasons plus an additional mark for an explanation of each reason.</p> <p>Local knowledge and expertise in the branding process (1) DMOs are well positioned to represent local travel and tourism providers (1) DMOs can carry out research to understand where their audience is (1) even if it means collaborative working with other providers (1) DMOs can establish a wide network of useful contacts (1) these can all help in the marketing process for the destination/raise awareness/attract more customers (1) More chance of success (1) based on the reputation of the DMO (1) Allows the destination to focus on other priorities (1) as the DMO focuses on specific marketing functions (1)</p> <p>Accept any other reasonable answer.</p> | 4 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(b) | <p>Discuss the value of statistical data in monitoring brand effectiveness for Washington, DC.</p> <p>Candidates are expected to be familiar with a broad range of methods used to monitor destination brand effectiveness. Many of these will be presented as statistical data, e.g. visitor surveys, social media response rates and attendance at trade fairs, for example.</p> <p>Indicative content: Data collection and analysis methods should be chosen to match specific impact evaluations based on the KPIs and the resources available. Impact evaluations should make maximum use of existing data and then fill gaps with new data. Data collection and analysis methods should be chosen to complement each other's strengths and weaknesses. Data is a collection of facts (numbers, words, measurements, observations, etc.) that has been translated into a form that computers can process – this makes it much easier for the purpose of analysis and interpretation. To identify patterns and trends in destination popularity.</p> <p>Mark according to the levels of response criteria below.</p> <p>Level 3 (7–9 marks) Candidates will show a clear understanding of the question and include detailed identification and explanation the value of using statistical data to monitor brand effectiveness (listed above). Candidates effectively discuss some of these aspects and clearly attempt to show the importance of each one mentioned within the context of the case study. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology as well as specific reference to Washington, DC.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include identification and explanation of some reasons why statistical data is important in monitoring destination brand effectiveness (listed above). The answer is relevant and shows reasonable knowledge and understanding of specific marketing concepts and principles with some use of appropriate terminology. There will be some reference to Washington, DC.</p> <p>Level 1 (1–3 marks) Candidates identify, in list format, or describe some reasons why statistical data is important to monitor destination brand effectiveness (listed above). The answer is basic and shows limited knowledge and understanding of specific concepts and principles with limited use of appropriate terminology. There may be no reference to Washington, DC.</p> <p>Level 0 (0 marks) No content worthy of credit.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 2(c) | <p>Discuss the advantages and disadvantages of primary and secondary research methods in analysing the marketing environment for Washington, DC.</p> <p>Candidates should understand that there are advantages and disadvantages of each different research method. They should use their knowledge and understanding to carry out a detailed analytical comparison of primary and secondary research methods.</p> <p>Indicative content: Research conducted to gather first-hand information, for the current problem is called primary research. Secondary research is one that involves use of information gathered originally by primary research. Authorities in Washington, DC use both methods to be most effective in their research. Primary research is based on raw data, such as the household data collected by online panels in Washington, DC, whereas secondary research focuses on analysed and interpreted information gathered elsewhere and accessed by the authorities in Washington, DC. Primary research is often carried out by the organisation itself which comes at a relatively high cost. Secondary research on the other hand has usually already been conducted by someone else. Costs of research will contribute to the market research carried out by authorities in Washington, DC. The data may be specific to the needs of researcher. This tends to be the case for primary research such as the online panel data or the visitor arrival data, whilst secondary research may or may not be specific to the needs of researcher – this might limit its usefulness to the authorities in Washington, DC. The process of conducting primary research is lengthy and involved which makes it more costly. Accessing others' research materials through secondary research is a relatively easy process and helps keeps costs lower. Some data has expensive access rights and can only be obtained through expensive subscriptions. Authorities in Washington, DC will try and balance usefulness and reliability with cost by using both primary and secondary research methods.</p> <p>Level 3 (9–12 marks) Candidates will show a clear understanding of the question and include detailed discussion of both advantages and disadvantages of using primary and secondary research methods (listed above). There will be specific reference made to the market research carried out by the authorities in Washington, DC. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology as well as specific use of comparative language. A conclusion will be made as to which method is more beneficial to destinations such as Washington, DC.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 2(c) | <p>Level 2 (5–8 marks) Candidates will show an understanding of the question and include identification and explanation of some advantages and/or disadvantages of using primary and secondary research methods (listed above). The answer is relevant and shows reasonable knowledge and understanding of specific concepts and principles with some use of appropriate terminology and an attempt to use comparative language. There will be some reference to the specific market research carried out by authorities in Washington, DC.</p> <p>Level 1 (1–4 marks) Candidates identify, in list format, or describe some advantages and/or disadvantages of using primary and/or secondary research methods (listed above). The answer is basic and shows limited knowledge and understanding of specific concepts and principles with limited use of appropriate terminology. Little attempt is made to use comparative language or to make reference to the specific market research carried out in Washington, DC.</p> <p>Level 0 (0 marks) No content worthy of credit.</p> | |