



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/33

Paper 3 Destination Marketing

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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 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> strengths of Venezuela as a destination.</p> <p>Award one mark for each of two identified strengths plus an additional mark for an explanation of each.</p> <p>Spectacular Caribbean coastline (1) appeals to leisure tourists (1) World's highest waterfall, Angel Falls (1) will attract adventure tourists and those wanting to experience this unique attraction (1) Snow topped mountains extending into the Andes (1) natural attractions to appeal to those who love the outdoors (1) Jungle-covered islands (1) wilderness appeal (1) Varied terrain (1) experience lots of different activities whilst in the country so appeals to tourist looking for a multi-activity holiday (1)</p> <p>Accept any other reasonable answer.</p>	4

Question	Answer	Marks
1(b)	<p>Analyse how Venezuela’s destination image has been affected by social, economic and political factors in recent years.</p> <p>Candidates are expected to be familiar with the types of challenges that are faced in marketing destination brands. Negative impacts resulting from political, social and economic influences place a huge strain on a destination.</p> <p>Indicative content:</p> <p>Political</p> <ul style="list-style-type: none"> • corruption • civil unrest • travel advisories warn against travelling – known to be one of the most dangerous destinations in the world <p>Economic</p> <ul style="list-style-type: none"> • the tumbling price of oil sent the economy into a period of extreme turmoil • inflation rates in the country are projected to reach 2000% before 2020 • the Venezuelan currency, the bolivar, has become so devalued people have started to trade with meat <p>Social</p> <ul style="list-style-type: none"> • people are living in poor conditions and supplies are very scarce • high rates of crime <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 the image created by political, social and economic influences (listed above). Candidates effectively analyse 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 to the situation in Venezuela.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include identification and explanation of some challenges posed by the image created by political, social and economic influences (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 situation in Venezuela.</p> <p>Level 1 (1–3 marks) Candidates identify, in list format, or describe some challenges posed by the image created by political, social and economic influences (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 Venezuela.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Marks
1(c)	<p>Evaluate the likely benefits of a multi-agency approach to destination marketing in Venezuela.</p> <p>Candidates should use their knowledge and understanding of the interdependence of different stakeholders, which is an example of a multi-agency approach. They should apply their knowledge to the case study setting.</p> <p>Indicative content: Broadens the reach of a company's target audience Increases marketing exposure/raises awareness Extends its marketing budget Broadens the scope and purpose of marketing strategy, allowing a company to market in a variety of new ways Saves money Help in gaining new customers in new market segments Specialised focus on niche markets</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 multi-agency working (listed above). Candidates effectively evaluate some of the reasons why working with a multi-agency approach might be beneficial for the success of the 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 Venezuela.</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 multi-agency working (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 Venezuela.</p> <p>Level 1 (1–4 marks) Candidates identify, in list format, or describe some reasons for the importance of multi-agency working (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 Venezuela.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	12

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> benefits to Amsterdam Marketing of using shared media to spread the 'I amsterdam' brand message.</p> <p>Award one mark for each of two identified benefits plus an additional mark for an explanation of each.</p> <p>Engagement/advocacy (1) when customers react to your brand's posts on social media, giving word of mouth recommendations (1) Reach/social engagement also amplifies the reach and impact of the message (1) more widespread/global/retweets/shares/likes (1) 24/7 marketing (1) followers from around the world mean posts can be seen day and night irrespective of time zones to extend exposure (1) Cost effectiveness (1) the largest benefit of using shared media is that it does not cost anything, although resources must be allocated to maintain page updates and respond to followers in a timely way/opportunity cost (1) Authenticity (1) interacting with followers who engage with your brand on social media is an essential key to building relationships with customers through shared media (1) Trust (1) by responding thoughtfully and honestly when provided with feedback, consumers and peers will develop trust and brand recognition (1)</p> <p>Accept any other reasonable answer.</p>	4

Question	Answer	Marks
2(b)	<p>Discuss how Amsterdam Marketing might adapt its marketing mix to prevent the city being ‘overrun’ with tourists.</p> <p>Candidates are expected to be familiar with the marketing mix and how it is reviewed and amended as part of the market analysis process. They should use this knowledge within the applied context of Amsterdam.</p> <p>Indicative content:</p> <p>Product – make product refinements to target specific market segments. However, as a cosmopolitan city destination the products are likely to appeal to a very broad customer base. Making changes to the product mix might work in reducing tourist numbers, especially if the number of budget accommodation providers and budget airline flights to the city are reduced</p> <p>Price – increasing the price of certain products such as transport costs, accommodation costs etc. which will make the city less attractive to budget travellers</p> <p>Place – most visitors to Amsterdam are likely to be independent travellers. Reducing availability to book online will make the city less accessible.</p> <p>Promotion – Amsterdam currently does not need to market itself as its reputation as a lively city destination is widespread. Changing the destination brand may impact on the popularity of the destination in the future.</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 ways in which the marketing mix may be modified (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 Amsterdam.</p> <p>Level 2 (4–6 marks) Candidates will show an understanding of the question and include identification and explanation of some ways that the marketing mix may be modified (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 Amsterdam.</p> <p>Level 1 (1–3 marks) Candidates identify, in list format, or describe some ways the marketing mix may be modified (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 Amsterdam.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	9

Question	Answer	Marks
2(c)	<p>Evaluate the contribution that festivals and events might make for a destination at the consolidation stage of the Butler Destination Lifecycle model.</p> <p>Candidates should be familiar with the characteristics of the different stages of the Butler Destination Lifecycle model. They should also understand that marketing different aspects of the destination can help move it through the lifecycle or help secure its position at a certain stage. This knowledge should be applied to the context of the case study in order to answer this question.</p> <p>Indicative content:</p> <p>Consolidation – the destination continues to attract tourists. The growth in tourist numbers may not be as fast as before, during the development stage. Some tensions develop between the host and the tourists. Can reference preventative measures to stop decline/lead into rejuvenation</p> <p>In Amsterdam, there is good evidence to show that the city is at consolidation stage – tourist numbers continue to increase as the city continues to attract visitors. There are certainly some tensions showing with local residents feeling that the city is now ‘overrun’ with tourists.</p> <p>In order to maintain its market share, events and festivals offer Amsterdam a way to attract specialist niche segments – it is a thriving cultural centre for the arts with exhibitions, live music etc. on the calendar every day. By using events and festivals as part of its product offering, the city will maintain its appeal to those visitors who come to attend specialist events. This is a good way to ensure visitors still find the city appealing.</p> <p>Level 3 (9–12 marks)</p> <p>Candidates will show a clear understanding of the question and include detailed evaluation of the contribution that events and festivals make in marketing a destination. There will also be evaluative comments about the consolidation stage of the Butler Model and its link with marketing (listed above). 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 case study context of Amsterdam.</p> <p>Level 2 (5–8 marks)</p> <p>Candidates will show an understanding of the question and include identification and explanation of some ways that events and festivals might help market a destination. There will be explanation of the consolidation stage of the Butler Model (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 Amsterdam context.</p>	12

Question	Answer	Marks
2(c)	<p>Level 1 (1–4 marks) Candidates identify, in list format, or describe some ways that events and festivals might help market a destination and/or description of some characteristics of the consolidation stage of the Butler Model (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 Amsterdam.</p> <p>Level 0 (0 marks) No content worthy of credit.</p>	