

# Cambridge International A Level

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**TRAVEL & TOURISM****9395/31**

Paper 3 Destination Marketing

**May/June 2025****MARK SCHEME**

Maximum Mark: 50

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**Published**

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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 May/June 2025 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 **17** 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 descriptions 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 Science-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
- 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 Calculation questions:**

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

**4 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.

**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

Annotation	Meaning
	Correct point
	Incorrect point
<b>BOD</b>	Benefit of doubt given
<b>REP</b>	Repetition
<b>NAQ</b>	Not answered question
<b>VG</b>	Content of response too vague
<b>SEEN</b>	Page or response seen by examiner
<b>BP</b>	Blank page
<b>KU</b>	Knowledge and understanding
<b>APP</b>	Application
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation

**Assessment objectives****AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of facts, terms and concepts of travel and tourism.

**AO2 Application**

Apply knowledge and understanding of facts, terms and concepts to familiar and unfamiliar contexts in travel and tourism.

**AO3 Analysis**

Analyse travel and tourism issues, showing an understanding of the possible impacts of those issues on travel and tourism, and use appropriate research techniques.

**AO4 Evaluation**

Evaluate information to develop arguments, understand implications, draw inferences and make judgements, recommendations and decisions.

Tables **A–D** will be used for specific questions. Please refer to the question for which tables should be used when appropriate.

**Table A**

Level	<b>AO1</b> Knowledge and understanding 3 marks	<b>AO3</b> Analysis and research 3 marks	<b>AO4</b> Evaluation 3 marks
	Description	Description	Description
<b>3</b>	<b>3 marks</b> The response contains a range of explained valid points.	<b>3 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point mentioned are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response contains some explained valid points.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against most of the valid points mentioned are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.	<b>1 mark</b> The response gives some consideration to the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

**Table B**

Level	<b>AO2</b> Application 3 marks	<b>AO3</b> Analysis and research 3 marks	<b>AO4</b> Evaluation 3 marks
	Description	Description	Description
<b>3</b>	<b>3 marks</b> The response includes an explanation of why each of the points mentioned are relevant/suitable to the context of the question.	<b>3 marks</b> The response is well-balanced and considers significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point mentioned are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some of the valid points mentioned are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> At least one point has an explanation of why it is relevant/suitable to the context of the question.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response	<b>0 marks</b> No creditable response	<b>0 marks</b> No creditable response

**Table C**

Level	AO1 Knowledge and understanding 4 marks	AO3 Analysis and research 4 marks	AO4 Evaluation 4 marks
	Description	Description	Description
4	<b>4 marks</b> The response contains a range of valid points with a detailed explanation of each.	<b>4 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point are given.	<b>4 marks</b> The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
3	<b>3 marks</b> The response contains a range of valid, explained points.	<b>3 marks</b> The response considers the significance of most of the valid points mentioned. <b>OR</b> The arguments for and against most valid points are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
2	<b>2 marks</b> The response contains some explained valid points.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some valid points are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
1	<b>1 mark</b> The response is likely to be a list of valid points with little or no explanation.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
0	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

**Table D**

<b>Level</b>	<b>AO2 Application 4 marks</b>	<b>AO3 Analysis and research 4 marks</b>	<b>AO4 Evaluation 4 marks</b>
	<b>Description</b>	<b>Description</b>	<b>Description</b>
<b>4</b>	<b>4 marks</b> The response includes detailed explanation of why each point mentioned is relevant/suitable to the context of the question.	<b>4 marks</b> The response is well-balanced and considers the significance of each of the valid points mentioned. <b>AND/OR</b> The arguments for and against each valid point are given.	<b>4 marks</b> The response contains a well-supported and reasoned evaluation or recommendation/s. Judgements are made why some points are more valid than others.
<b>3</b>	<b>3 marks</b> The response includes an explanation of why most of the points mentioned are relevant/suitable to the context of the question.	<b>3 marks</b> The response considers the significance of most of the valid points mentioned. <b>OR</b> The arguments for and against most valid points are given.	<b>3 marks</b> The response contains a well-supported evaluation or recommendation/s with supporting evidence or reasoning given.
<b>2</b>	<b>2 marks</b> The response includes an explanation of why some of the points mentioned are relevant/suitable to the context of the question.	<b>2 marks</b> The response gives some consideration of the significance of some of the valid points mentioned. <b>OR</b> The arguments for and against some valid points are given.	<b>2 marks</b> The response contains evaluation or a recommendation with some supporting evidence or reasoning given.
<b>1</b>	<b>1 mark</b> At least one point made has an explanation of why it is relevant/suitable to the context of the question.	<b>1 mark</b> The response gives some consideration of the significance of at least one valid point. <b>OR</b> The arguments for or against at least one of the valid points are given.	<b>1 mark</b> The response contains evaluation or a recommendation, but no supporting evidence or reasoning is given.
<b>0</b>	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.	<b>0 marks</b> No creditable response.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> likely marketing roles of Visit Estonia.</b></p> <p>Award one mark for the identification of a likely marketing role and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• To promote/raise awareness of tourism/products in the country as a whole (1) through creating a NTO website (1)</li> <li>• To work with public and private sector organisations such as the 19 Southern Estonian municipal councils (1) to appeal to a wider range of tourists (1)</li> <li>• To act as guardian of the brand for the Tartu 2024 Capital of Culture brand (1) working with private sector organisations both within Estonia and internationally to gain brand recognition</li> <li>• Create USP (1) to differentiate itself from competitors e.g. international centre for literature (1)</li> </ul> <p>Accept any reasonable answers.</p>	4

Question	Answer	Marks
1(b)	<p><b>Use SWOT analysis to analyse Tartu's suitability as a cultural destination.</b></p> <p>Use table B to mark candidate responses to this question.</p> <p>AO2 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks</p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>Strengths – important university city; 20+ museums; part of the UNESCO network of creative cities worldwide; known for being an international centre for literature</li> <li>Weaknesses – not appropriate in this case study as there are no real weaknesses identified (can accept any applied examples with justification)</li> <li>Opportunities – get name known as a tourist destination; increased visitor numbers because of the title; investment opportunities to improve infrastructure</li> <li>Threats – two other cities around Europe are also hosting Capital of Culture events at the same time, overcrowding of event venues and cultural sites e.g. museums</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>Tartu as the second largest city in Estonia has already established a reputation as a cultural centre; UNESCO recognition will appeal to cultural visitors</li> <li>Tartu is representing all of the municipal councils from Southern Estonia, so there is a high level of expectation that the event is successful; lots of events are held in the surrounding area but visitors may not want to travel between sites; not all visitors enjoy cultural attractions and activities</li> <li>Visit Estonia can use the opportunity to get all of Estonia on the map and may attract inward investment from private sector providers e.g. hotel chains; may attract a wider market for Tartu and the rest of Estonia</li> <li>Visitors may choose to visit one of the other two Capitals of Culture instead of Tartu, especially if they are better known destinations</li> <li>Support of 19 local councils to spread word/co-operate in joint marketing</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>Tartu is well positioned to be a successful cultural destination, especially for the year of the European Capital of Culture award. It has good cultural infrastructure in the city with more than 20 museums, and has UNESCO significance as a cultural centre with strong links to literature.</li> <li>However, Estonia is not a major tourism receiving country and the country may invest heavily in preparing for the 2024 programme of events, expecting future years to have the same level of interest/increased number of tourists and the 'legacy' may not materialise.</li> <li>Tartu is already a successful destination within other markets – it has a vibrant nightlife and a large student population as a university city, so may actually prefer to appeal to a broader range of markets rather than narrow its focus only as a cultural destination</li> </ul> <p>Accept any reasonable answers</p>	9

Question	Answer	Marks
1(c)	<p><b>Discuss the challenges a destination might face when branding itself.</b></p> <p>Use Table C to mark candidate responses to this question.</p> <p>AO1 = out of 4 marks AO3 = out of 4 marks AO4 = out of 4 marks</p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>destinations are made up of different products</li> <li>tourism is an intangible product</li> <li>Destination Management Organisations (DMOs), in charge of a destination's marketing and promotion, have to counteract any negative reputation or image the destination has</li> <li>a diverse range of organisations and partners are involved in developing and delivering the brand</li> <li>there might be a lack of funding/budget for marketing</li> <li>it is difficult to create a unique identity because of the competitive market</li> <li>destination image is affected by disasters, political unrest, acts of terrorism and other social, economic and political factors</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>It is difficult to establish a consistent brand identity and consistent brand message for each of the products a destination has; most destinations have a range of tourism products/services/experiences so that they have a wider appeal than simply offering a product to a limited niche market.</li> <li>Tourism is unlike other goods and services as it often has no tangibility – you cannot sample a holiday before you buy the flights or pay for the accommodation, for example. This can be a challenge when trying to promote a destination if tourists are not familiar with what the destination offers.</li> <li>Sometimes destinations attract negative criticism or receive bad reviews after a particular incident or event and this impacts on future marketing efforts. DMOs are often involved to overcome any negative publicity or damage to a destination's reputation or image.</li> <li>Lots of stakeholders – each with their own brand perception and needs from the destination and its visitors – this can be confusing for visitors, where conflicting messages are given.</li> <li>Marketing and promotion can be very expensive, so it is a challenge to raise awareness of a destination without spending lots of money</li> <li>Many destinations offer the same products, services and experiences – it is challenging to put a new spin on a destination to make it stand out in the market – often the brand stands out but for the wrong reasons.</li> <li>So much can affect a destination's image – civil unrest, economic decline, health scares, extreme weather events, etc. – all of these result in a destination becoming less appealing.</li> </ul>	12

Question	Answer	Marks
1(c)	<p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>When branding a destination, the services of DMOs, brand agencies etc. are often sought to help overcome some of the significant challenges that destination branding poses. However, using these types of companies can be expensive especially for public sector organisations which might not have large marketing budgets.</li> <li>Some challenges are more difficult than others – tourists are less likely to want to visit a destination affected by civil unrest, riots or terrorism. It takes time as well as effective marketing to change visitors' perceptions about these types of events.</li> <li>Working collaboratively can help overcome the challenges of many different stakeholders and a range of different tourism products being available within the destination – stakeholders need to feel part of the marketing effort and buy into the process for it to work.</li> <li>Creative thinking will help to differentiate one destination from another, creating unique selling points, or memorable slogans and logos but it is important to make sure that logos and slogans stand out for the right reasons – some brands have attracted negative publicity for ill-thought through brands.</li> </ul> <p>Accept any reasonable answers.</p>	

Question	Answer	Marks
2(a)	<p><b>Suggest <u>two</u> likely reasons why Eswatini wanted to create a new destination identity.</b></p> <p>Award one mark for each likely reason and a second mark for the explanation.</p> <ul style="list-style-type: none"> <li>• To change the perception of unfavourable stereotypes (1) Eswatini wanted to renew its potential for tourism under its new identity (1)</li> <li>• To provide a consistent representation of the destination by all stakeholders (1) Eswatini mostly aimed to do this by changing its name/USP and its brand at the same time (1)</li> <li>• To enhance local, regional, national and/or global awareness of a destination (1) Eswatini created a new destination brand and a marketing campaign to raise awareness of the destination at local, regional or international level (1)</li> <li>• To make it more appealing (1) Eswatini has changed its name as a country so wanted to remove associations with its past (1)</li> </ul> <p>Accept any reasonable answers.</p>	4

Question	Answer	Marks
2(b)	<p><b>Assess the benefits of using public relations to communicate a destination brand.</b></p> <p>Use table A to mark candidate responses to this question</p> <p>AO1 – out of 3 marks AO3 – out of 3 marks AO4 – out of 3 marks</p> <p><b>AO1 Knowledge with understanding</b></p> <ul style="list-style-type: none"> <li>• Enables a destination to show itself in a positive way to the public</li> <li>• Cost effective – some PR activities are low/no cost</li> <li>• Helps a destination build relationships/partnerships with its audience/stakeholders</li> <li>• Customers trust public relation activities more than other forms of marketing communication</li> <li>• Builds goodwill between the destination and its local population</li> <li>• Effective way to increase visibility and exposure/awareness of a (new) destination brand</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>• PR activities are considered more trustworthy than paid for advertising as they often involve third parties, through reviews or reporting by a TV company to a brand launch.</li> <li>• The destination brand gets more exposure through press releases or press conferences held; potential customers are less aware that brand messages are being communicated this way and are less likely to skip past the PR material than they would skip past an advertisement.</li> <li>• A lot of PR activities are low cost – e.g. producing a media tool kit or inviting journalists on a familiarisation trip is cheaper than producing a TV advertisement, for example.</li> <li>• Higher visibility if the destination brand forms part of a sponsorship deal – e.g. at football grounds where matches are televised you might see Visit Eswatini which is unconscious marketing.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• PR activities are seen as beneficial in helping a destination change customer's perceptions about a destination; PR activities are often specifically designed to pass subliminal messages to potential customers and paint the destination brand in a positive light to improve the good will of the public towards the destination.</li> <li>• PR is especially useful in creating favourable coverage of a destination after some negative publicity – where an incident has gained media attention which is likely to put tourists off visiting. High profile PR activities, launching a new destination brand divert the attention away from the incident and allows the public chance to refocus on the new identity.</li> <li>• Involving external agencies, including the media to cover Public Relations events is a positive way of raising the profile of a destination brand, without the guardians of that brand being centre of attention. Using celebrities to help launch the new brand identity is a good way of positive reinforcement of the brand through PR activity.</li> </ul> <p>Accept any reasonable answers.</p>	9

Question	Answer	Marks
2(c)	<p><b>Discuss the likely aims of the market research carried out by ETA.</b></p> <p>Use Table D to mark candidate responses to this question</p> <p>AO2 = out of 4 marks AO3 = out of 4 marks AO4 = out of 4 marks</p> <p><b>AO2 Application</b> Market research helps ETA to identify the following:</p> <ul style="list-style-type: none"> <li>target audience – Europe main source market</li> <li>customer needs and wants/travel trends and customer behaviours – culture, activities, events and safaris</li> <li>popularity of destinations – popularity with Serbians</li> <li>competition amongst destinations – to the east of South Africa/other African countries – safari link</li> <li>stage on the Butler ‘Destination Life Cycle’ model (exploration, involvement, development, consolidation, stagnation, decline or rejuvenation) – new brand? – exploration or rejuvenation are main stages but others could be mentioned as long as justified and in context</li> </ul> <p><b>AO3 Analysis</b></p> <ul style="list-style-type: none"> <li>ETA wanted to know who their customers were likely to be and where they come from – this would allow ETA to target marketing materials at specific customer types and distribute them in specific locations.</li> <li>Market research also allowed ETA to identify relevant travel and tourism trade partners, organisations who could provide customers with the products and services they need when visiting the destination.</li> <li>Knowing customers’ needs and preferences enables ETA to work closely with travel and tourism providers to put together holiday packages and itineraries in Eswatini that cater to the exact preferences of customers.</li> <li>Market research enables ETA to know who the country’s main rivals are and to work on promoting themselves as the preferred destination in Africa – knowing who the competition is helps ETA to understand what they need to do to be more competitive.</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>Market research provides ETA with invaluable insight into the market, its customers and its competitors. It allows ETA to understand the specific needs and preferences of its customers and to plan and implement the experiences they desire, thus increasing the likelihood of customer satisfaction and return visits</li> <li>Knowing who the competition is allows ETA to conduct further market research in the form of competitor analysis so that the destination knows how to differentiate themselves effectively and to appeal to a wider customer base, by creating a unique selling point with a mass appeal.</li> <li>Understanding Eswatini’s position on Butler’s life cycle model enables EWTA to make effective decisions about the level of investment needed, the type of marketing communications to carry out, the type of pricing strategy to employ etc., to give the destination a chance to compete and a chance for customers to experience the destination at its best.</li> </ul> <p>Accept any reasonable answers.</p>	12