



# Cambridge International AS & A Level

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**TRAVEL & TOURISM**

**9395/32**

Paper 3 Destination Marketing

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 50

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**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 2022 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 **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 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.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> reasons why Montenegro wanted to brand itself as a destination.</b></p> <p>Candidates should be familiar with the reasons why destinations brand themselves. Responses should make reference to the case study.</p> <p>Award one mark for each of two identifications plus an additional mark for an explanation of each.</p> <ul style="list-style-type: none"><li>• Change unfavourable perceptions of the destination (1) to improve reputation in order to overcome negative reputation or associations of the country (1)</li><li>• Enhance regional/local/global awareness of the country (1) to promote the tourism industry on an international scale as destinations operate in a competitive market (1)</li><li>• To make it more appealing (1) attract a broader customer base by marketing itself widely (1)</li><li>• Provide consistent representation of the country (1) one brand message to avoid confusion (1)</li><li>• Create a common vision (1) in line with the country's tourism strategy especially given the diverse range of attractions (1)</li></ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess how destinations can manage the effects of competition when establishing their destination brands.</b></p> <p>Indicative content: Candidates are will be familiar with the concept of competition and the need to manage the impacts of this on the branding process.</p> <ul style="list-style-type: none"> <li>• Carry out market research and market analysis – identify who the competition is and what they are doing differently</li> <li>• Carry out competitor analysis – using a range of marketing analysis tools and techniques such as Boston Matrix, Ansoff Matrix etc.</li> <li>• KPIs – destination popularity, changes in arrival numbers, market share – what does this tell them compared with where the competitors are? How can they improve their performance?</li> <li>• Differentiation strategies through 4P's: <ul style="list-style-type: none"> <li>– Product – establish a USP – distinguish themselves in the market</li> <li>– Pricing strategies, suitable strategies will support the product perception in terms of luxury/value for money etc.</li> <li>– Place using innovative distribution channels to reach customers not serviced by competitors</li> <li>– Promotion – communication/marketing strategies, appropriate promotional methods will be adopted to be more attractive or engaging than those of their competitors</li> </ul> </li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of how destinations can manage the effects of competition. Candidates effectively assess a range of ways and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of how destinations can manage the effects of competition. There may be some attempt to assess and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some ways destinations can manage the effects of competition. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	9

Question	Answer	Marks
1(c)	<p><b>Discuss the benefits of using a range of online communication methods to raise awareness of the Montenegro: Wild Beauty destination brand.</b></p> <p>Indicative content: Candidates should use their knowledge and understanding of the communication methods used in branding destinations, together with information from Fig 1.1. Benefits of online communication over other methods of communication include:</p> <ul style="list-style-type: none"> <li>• available 24 hours</li> <li>• having a greater global reach</li> <li>• easier to update</li> <li>• shared/earned/owned/paid for media</li> <li>• track/monitor responses</li> <li>• cost efficient</li> <li>• personalisation/customisation</li> <li>• greater reduction of intangibility</li> <li>• interactive – reviews, likes, hashtags etc.</li> </ul> <p>Answers may look at specific benefits of different types of online communication such as:</p> <ul style="list-style-type: none"> <li>• NTO website – first point of contact – create positive first impression</li> <li>• social media platforms – potential to reach millions of customers, targeted to those interested – followers and the power of being shared to reach even greater audiences</li> <li>• email marketing – use of existing customer records to target repeat business</li> <li>• e-advertisements – using pop ups, banners etc to attract attention</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and discussion of the benefits of using a range of online communications methods. Candidates effectively discuss a range of benefits and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (5–8marks)</b> Candidates will show an understanding of the question and include explanations of the benefits of using of online communication methods. There may be some attempt to discuss and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p>	12

Question	Answer	Marks
1(c)	<p><b>Level 1 (1–4 marks)</b> Candidates identify/describe some benefits of online communication methods. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to discuss. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	
2(a)	<p><b>Explain <u>two</u> roles carried out by Bangladesh’s government as guardian of the brand.</b></p> <p>Award one mark for each of two identifications plus an additional mark for an explanation of each.</p> <ul style="list-style-type: none"> <li>• Planning and coordinating marketing activities for the brand (1) establishing a marketing plan of exactly how the brand should be launched and maintained (1)</li> <li>• Setting objectives (1) what needs to be done and why (1)</li> <li>• Creating an action plan (1) using tools such as a Gantt chart to schedule marketing activities (1)</li> <li>• Coordinate the work of the stakeholders (1) allocate specific responsibilities and monitor achievements (1)</li> <li>• Manages the challenges in branding Bangladesh as a destination (1) for example overcoming intangibility, managing reputation or raising funding for marketing (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>4</b>



Question	Answer	Marks
2(b)	<p><b>Analyse the marketing environment for Bangladesh as a destination using PEST.</b></p> <p>Indicative content: Candidates should be familiar with the concept of market analyses and the PEST analysis model.</p> <ul style="list-style-type: none"> <li>• Political – government involvement is high at a strategic level, planning marketing approaches and managing the challenges that the country faces in developing its tourism – however, support needs to be strengthened in many areas, infrastructure development needed</li> <li>• Economic – domestic tourism helps create jobs; more foreign revenue needed – specific reference to GDP and direct and indirect employment</li> <li>• Social – social aspects seem not to have been considered directly although domestic tourism contributes to living standards of residents within Bangladesh and provides opportunities for vocational training</li> <li>• Technological – online marketing opportunities; digital connectivity needs to be improved</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and analysis of the marketing environment for Bangladesh using PEST. Candidates effectively analyse the marketing environment using PEST. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> Candidates will show an understanding of the question and provide some PEST analysis. There may be some attempt to analyse and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some factors included in a PEST analysis. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to analyse. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	9

Question	Answer	Marks
2(c)	<p><b>Evaluate the importance of creating a consistent destination brand message.</b></p> <p>Indicative content: Candidates should be familiar with the importance of creating a consistent brand message.</p> <ul style="list-style-type: none"> <li>• Consistent across public and private sectors</li> <li>• T&amp;T providers incorporate the destination brand within their own marketing messages</li> <li>• No mixed messages which cause confusion</li> <li>• Consistent with the destination positioning</li> <li>• Consistent with what tourists experience</li> <li>• People need to feel they get what they expect</li> <li>• Build awareness of the brand</li> <li>• Develop trust and loyalty of customers</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of the importance of creating a consistent brand message. Candidates effectively evaluate a range of factors and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (5–8marks)</b> Candidates will show an understanding of the question and include explanations of the importance of creating a consistent brand message. There may be some attempt to evaluate and some analytical language may be used. The answer is relevant and accurate and shows reasonable knowledge and understanding of concepts and principles with some use of appropriate terminology.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe some reasons for the importance of creating a consistent brand message. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	12