



Cambridge International AS & A Level

TRAVEL & TOURISM

9395/32

Paper 3 Destination Marketing

October/November 2021

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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **9** 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 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 data-bbox="316 253 1313 291">Explain <u>two</u> reasons for the national branding process of Luxembourg.</p> <p data-bbox="316 322 1278 389">Award one mark for each of two identifications plus an additional mark for an explanation of each.</p> <ul data-bbox="316 427 1313 936" style="list-style-type: none"><li data-bbox="316 427 1278 528">• change the perception of unfavorable stereotypes of a destination [1] overcome any negative associations that people have of a destination from previous branding [1]<li data-bbox="316 533 1313 663">• create a common vision for the future of the community and its potential as a tourist destination [1] in the case of Luxembourg to enhance its economic, cultural and political reputation around the world/by creating a sustainable future for the country [1]<li data-bbox="316 667 1251 768">• provide a consistent representation of the destination [1] messages about the country need to be more consistent and unified/to avoid confusion in the minds of tourists [1]<li data-bbox="316 772 1302 873">• enhance local, regional, national and/or global awareness of a destination [1] to make Luxembourg stand out from other countries and to make the destination better known [1]<li data-bbox="316 878 1171 936">• make it more appealing [1] to attract not only tourists but also businesses and investors to the country [1] <p data-bbox="316 972 804 1005">Accept any other reasonable answer.</p>	4

Question	Answer	Marks
1(b)	<p>Assess whether the values chosen by Luxembourg’s government will be easily understood by customers.</p> <p>Indicative content: Openness – people will be familiar with the word but maybe not within the context of a destination – other synonyms might have had more impact – honesty, sincerity, simplicity, fairness. Dynamic – this is not likely to be understood by the majority of tourists as it is quite a difficult word – constantly changing – those in the tourism industry will be familiar with the concept but probably not many others Reliable – interesting choice of a word – people will understand this, and although normally a human attribute, it makes sense in the context of a destination</p> <p>Interestingly these do not feature in the tagline – let’s make it happen is understandable but there is nothing to indicate what is going to happen.</p> <p>Other relevant information should also be credited.</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 assessment of whether the values chosen by Luxembourg’s government will be easily understood by customers. Candidates effectively assess a range of reasons 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>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of valid reasons why the values chosen by Luxembourg’s government will be easily understood by customers. 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>Level 1 (1–3 marks) Candidates identify/describe some reasons why the values chosen by Luxembourg’s government will be easily understood by customers. 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>Level 0 (0 marks) No rewardable content.</p>	9

Question	Answer	Marks
1(c)	<p>To what extent does the diverse range of organisations and partners in Luxembourg pose a challenge for the country in branding itself as a destination?</p> <p>Indicative content: Many different organisations involved – confusing for external customers to understand each of their roles Each organisation may have their own brand image to uphold as well as contributing to the destination brand Public, private and voluntary organisations have different business objectives – these might lead to a conflict of interests amongst the stakeholders The more people involved, the greater the risk of the brand message getting distorted, diluted or confused.</p> <p>Other relevant information should also be credited.</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 evaluation of the extent to which the diverse range of organisations and partners in Luxembourg poses a challenge for the country in branding itself as a destination. Candidates effectively evaluate a range of reasons for the challenge 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>Level 2 (5–8 marks) Candidates will show an understanding of the question and include explanations of a number of valid reasons for the challenge posed for Luxembourg branding itself as a destination. 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>Level 1 (1–4 marks) Candidates identify/describe some reasons for the challenge posed for Luxembourg branding itself as a destination. 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>Level 0 (0 marks) No rewardable content.</p>	12

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> ways Mexico’s product positioning as a destination might be changed as part of its new brand.</p> <p>Award one mark for each identification plus an additional mark for an explanation of each</p> <ul style="list-style-type: none">• a country still evolving [1] creates a very different image to previous visitor perceptions [1]• vibrant destination [1] helps create a USP for the destination [1]• the new brand logo is big, bold and clear [1] communicating a strong, positive and attractive image [1]• relationship of destination to competitors through differentiation strategies [1] visitors will compare the brand image of Mexico with that of other destinations they are familiar with to consider its position [1] <p>Accept any other reasonable answer.</p>	4

Question	Answer	Marks
2(b)	<p>Assess use of colour as a means of creating a brand identity for a destination such as Mexico.</p> <p>Indicative content: Colours are used to create brand associations – quick visual recognition based on the colour of the logo, which is then backed up with emotional associations linked to specific colours. The word Mexico is written in different eye-catching colours; (although shown here in black and white) The black background is in itself a strong use of colour – to stand out from the majority of other brands Colour can be used in more than just the logo – it helps create a corporate identity through uniforms and furnishings etc. Colour is important but is not the only factor in creating a brand identity – the brand name is also significant together with USP, slogans and taglines. Price linked to image and distinctive packaging also contribute.</p> <p>Other relevant information should also be credited.</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 assessment of Mexico’s use of colour as a means of creating a brand identity. 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>Level 2 (4–6 marks) Candidates will show an understanding of the question and include explanations of a number of valid ways Mexico has used colour to create a brand identity. 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>Level 1 (1–3 marks) Candidates identify/describe some ways Mexico uses colour to create a brand identity. 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>Level 0 (0 marks) No rewardable content.</p>	9

Question	Answer	Marks
2(c)	<p>Discuss how ad tracking research could be used to monitor the effectiveness of Mexico’s marketing activities</p> <p>Indicative content: Ad tracking research monitors the brand's performance. It measures brand awareness and advertising awareness. It gauges attitudes towards the new brand in comparison with attitudes towards Mexico’s competition. It provides data to check performance. It makes sense to scrutinise how well marketing activities perform – especially as some marketing activities have a high investment value. Credit can be given for any relevant way in which ads might be tracked e.g. through social media response rates.</p> <p>Other relevant information should also be credited.</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 discussion of how ad tracking research could be used to monitor the effectiveness of Mexico’s marketing activities. Candidates effectively discuss 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>Level 2 (5–8 marks) Candidates will show an understanding of the question and include explanations of a number of valid ways ad tracking research could be used to monitor the effectiveness of Mexico’s marketing activities. 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> <p>Level 1 (1–4 marks) Candidates identify/describe some ways ad tracking research could be used to monitor the effectiveness of Mexico’s marketing activities. 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>Level 0 (0 marks) No rewardable content.</p>	12