



## Cambridge International A Level

---

**TRAVEL & TOURISM**

**9395/31**

Paper 3 Destination Marketing

**May/June 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 May/June 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><b>Explain <u>two</u> likely impacts of KNTO's lack of funding for its marketing.</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>• Unable to attend out of region travel shows (1) which limits the global reach of its direct marketing (1)</li> <li>• Unable to invest in expensive marketing campaigns (1) which limits the creativity and likely impact of any of its marketing efforts (1)</li> <li>• Marketing is restricted to low cost, low impact media methods such as social media posts (1) followers are those who already know of the destination, so it is likely to be difficult to attract new customers (1)</li> <li>• The Kiribati brand is not well known (1) they may not be able to afford to employ a DMC to help with marketing (1)</li> <li>• Visitor numbers may remain low (1) as merchandising and public relations are expensive to carry out (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>4</b>
1(b)	<p><b>Assess the results of the SWOT analysis for Kiribati's tourism and make recommendations for tourism development in the country.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Strengths can be used to promote what is already successful in the tourism industry in Kiribati – some of these statements will be used to persuade the government to invest in further development of the country for tourism purposes e.g. tourism contributes 9% of Kiribati's GDP; the UNESCO Heritage site status will draw in more visitors, especially within the ecotourism market; Mauri mark accommodation standards programme means that tourists are assured of the quality of accommodation they book; VFR tourism is popular, which means tourism development should also target this market to strengthen its interest.</li> <li>• Opportunities allow tourism development plans to exploit existing gaps in the market – here in Kiribati the enhancement of its niche markets, by developing better infrastructure to support cruise tourism for example. Knowing that visitors welcome the unspoilt landscapes of the islands, Kiribati will have to ensure any development does not cause visual pollution or harm the reputation of the country in a negative way.</li> <li>• Weaknesses are within the countries control – the government needs to be persuaded to invest in improving the tourism infrastructure to overcome all of these accessibility issues.</li> <li>• Threats are the most difficult aspects to overcome as they are outside the control of Kiribati. Becoming more competitive and more committed to offering high quality tourism experiences will bring Kiribati back into the market. Overcoming negative consequences posed by recent events and their impact on global tourism is beyond the control of KNTO.</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</p>	<b>9</b>

Question	Answer	Marks
1(b)	<p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of the results of the SWOT analysis for Kiribati’s tourism. Candidates effectively assess a range of results 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 a number of valid results from the SWOT analysis for Kiribati’s tourism. 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 results from the SWOT analysis for Kiribati’s tourism. 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>	
1(c)	<p><b>Evaluate the effectiveness of the Kiribati National Tourism Activity Monitor (KNTAM), in monitoring the Kiribati tourism brand.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• The KNTAM evaluates key statistics obtained from the Ministry of Immigration data on arrival and from Visitor Satisfaction Surveys that are undertaken weekly at the islands’ two main international airports</li> <li>• KNTAM examines the following areas, most of which might contribute to the monitoring of the brand effectiveness: <ul style="list-style-type: none"> <li>• Visitor profiles – will show which markets are aware of Kiribati as a destination</li> <li>• Visitors arrival by market – will show where marketing has been successful, especially if new customers numbers increase over repeat customers</li> <li>• Purpose of visit – in terms of attracting niche tourists, this might be useful</li> <li>• Airline capacity – helps determine accessibility of the destination, not so much brand related</li> <li>• Number of hits to KNTO website – this will be the most important in ascertaining how well the brand marketing efforts have performed, however conversion rates may be more suitable</li> <li>• Visitor expenditure – this is a key performance indicator; seeing if brand marketing impacts positively on tourism receipts in the destination.</li> </ul> </li> </ul>	<b>12</b>

Question	Answer	Marks
1(c)	<p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</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 effectiveness of the Kiribati National Tourism Activity Monitor (KNTAM). Candidates effectively evaluate a range of areas 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 a number of valid areas, most of which might contribute to the monitoring of the brand effectiveness of KNTAM. 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 areas which might contribute to the monitoring of the brand effectiveness. 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. There is little attempt to relate to the case study context of Kiribati.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	
2(a)	<p><b>Explain <u>two</u> benefits of using paid for media to promote Norway.</b></p> <p>Award one mark for each of two identified benefits plus an additional mark for an explanation of each.</p> <ul style="list-style-type: none"> <li>• Pay-per-click advertisements appear within generic search facilities, working ‘on demand’ to match filter bubbles (1) this broadens the audience for Innovation Norway (1)</li> <li>• Cost effective compared with some traditional forms of advertising (1) but with a global reach (1)</li> <li>• Gives the advertiser more control (1) linking the brand message to key word search criteria (1)</li> <li>• Flexibility (1) advertisements can be matched to your budget (1)</li> </ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Evaluate the effectiveness of qualitative and quantitative research methods in helping Innovation Norway compile a visitor profile.</b></p> <p>Indicative content:</p> <p>Qualitative research:</p> <ul style="list-style-type: none"> <li>• Provides information about customer attitudes and preferences to know how best to satisfy customers' needs</li> <li>• Gives in-depth information, through open-ended questioning – respondents can answer as they wish</li> <li>• Allows Innovation Norway to get a detailed picture of typical customers</li> <li>• More difficult to make generalisations – a visitor profile is usually built up on generalisations</li> <li>• Responses may be very specific and cannot be used to make systematic comparisons – difficult to manipulate the data in the way Innovation Norway might wish to</li> </ul> <p>Quantitative research:</p> <ul style="list-style-type: none"> <li>• Allows for more generalisations to be drawn – ideal for compiling a customer profile</li> <li>• Provides a summary of data collected that supports the generalisations – this gives statistical validity to the research</li> <li>• Easy to compare with similar research over time – this allows Innovation Norway to update their visitor profile on a regular basis</li> <li>• Numeric descriptions rather than detailed narrative – this should not negatively affect the visitor profile process</li> <li>• Structural bias and false representation might skew the results</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of the effectiveness of qualitative and quantitative research methods for Innovation Norway. Candidates effectively evaluate a range of methods 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 a number of valid methods of qualitative and quantitative research for Innovation Norway. 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>	9

Question	Answer	Marks
2(b)	<p><b>Level 1 (1–3 marks)</b> Candidates identify/describe some methods of qualitative and quantitative research. 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. There will be little reference to the case study context of Norway.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	
2(c)	<p><b>Discuss the use of geographic segmentation as a means of targeting potential visitors to Norway.</b></p> <p>Indicative content:</p> <ul style="list-style-type: none"> <li>• Geographic segmentation allows the targeting of customers living in a specific location. This is a common means of segmentation as it is relatively easy to implement and does not require detailed market research to identify specific customers.</li> <li>• The disadvantage of this, is that there will be a large proportion of the population in any given geographic location that has no interest in visiting the advertised destination – this is a waste of marketing efforts, including these people within the marketing segment.</li> <li>• Innovation Norway has not really narrowed down its marketing focus – even though it is targeting the geographic segment of ‘US travellers’, 30 million US travellers with an interest in Scandinavia, with a focus towards certain states and certain age brackets is still a wide market to target. Focusing on specific states in the US is an additional layer of geographic segmentation.</li> <li>• There are elements of demographic segmentation there as well – age is a demographic characteristic.</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria below.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed discussion of how market segmentation can be used in Norway. 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><b>Level 2 (5–8 marks)</b> Candidates will show an understanding of the question and include explanations of a number of valid methods of how market segmentation can be used in Norway. 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>	<b>12</b>



Question	Answer	Marks
	<p><b>Level 1 (1–4 marks)</b> Candidates identify/describe some methods of how market segmentation can be used. 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. There will be limited reference to the case study context of Norway.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	