

# Cambridge International AS & A Level

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**TRAVEL & TOURISM****9395/33**

Paper 3 Business Decision-Making

**October/November 2024****MARK SCHEME**Maximum Mark: 60

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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 2024 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 **15** 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.

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

**Table B**

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

**Table C**

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

**Table D**

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

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(a)     | <p><b>Explain <u>two</u> ways that Visit Costa Rica has created a strong brand identity with ‘Essential Costa Rica’.</b></p> <p>Award one mark for each way and a second mark for explanation.</p> <ul style="list-style-type: none"> <li>• The brand name (1) is clear, concise, simple and easily understandable (1)</li> <li>• The slogan/tagline (1) mentions Costa Rica to leave no doubt which country is being branded (1)</li> <li>• The logo (1) is representative of the destination (1)</li> <li>• USP (1) the country brand is unique as the only green brand (1)</li> <li>• Use of colour (1) green is used to represent the green, eco credentials of Costa Rica (1)</li> </ul> <p>Accept any other reasonable answers.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks    |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(b)     | <p><b>Assess the importance of the ‘Essential Costa Rica’ brand being fully integrated into the promotional activities of Visit Costa Rica.</b></p> <p><b>Use table B to mark candidate responses to this question.</b></p> <p><b>AO2 – out of 3 marks</b><br/> <b>AO3 – out of 3 marks</b><br/> <b>AO4 – out of 3 marks</b></p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• Promoted locally to encourage day trippers, reinforcing local attractions</li> <li>• Promoted nationally to encourage domestic overnight stays, use of national passport to post images of national attractions and features reinforcing the brand message</li> <li>• Promoted globally to encourage international tourism – public relation events, including international tourism fairs to promote internationally, use of embassies and consulates as well as international events like the 2014 World Cup in Brazil</li> <li>• NTO promotes the brand which is a trusted source of information</li> <li>• Fully integrated – consistency of messages across all platforms, to locals, to all those in the country and to potential tourists across the world</li> </ul> <p><b>AO3 Analysis and research</b></p> <ul style="list-style-type: none"> <li>• Important to raise awareness at different levels, with different customer types from different geographical locations, locally, nationally and internationally</li> <li>• Important to attract new and repeat customers using public relations</li> <li>• Important because NTO’s website is often a customer’s first place to research a destination, especially for international travellers</li> <li>• Important because seeing the brand message used across media, at trade fairs, in the passport etc. consistently reinforces the brand message</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Without NTO’s endorsement, the brand may not be taken seriously and other stakeholders may not also promote the destination brand, leading to fewer tourists being aware of the destination</li> <li>• Consistency in repeating the brand message will make brand association lasting and memorable, encouraging repeat custom and brand loyalty based on the trust in the NTO</li> <li>• Full integration of the brand into all promotional activities allows the brand to appear more credible and to be sustained over a longer period of time, thus benefitting the destination by appearing reliable, and costing less as there will be less need to redesign/relaunch the brand more frequently</li> <li>• Having a strong brand identity, reinforced by being fully part of the NTO’s brand messages will help the country become more competitive than other destinations which do not benefit from the strength of their brand messages in the same way; locals and nationals will experience a sense of familiarity in seeing local attractions such as the Arenal volcano etc.</li> </ul> <p>Accept any other reasonable answers.</p> | <b>9</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p><b>Discuss how public relations might be used as a communication method to raise awareness of a destination brand identity.</b></p> <p><b>Use Table C to mark candidate responses to this question.</b></p> <p><b>AO1 = out of 4 marks</b><br/> <b>AO3 = out of 4 marks</b><br/> <b>AO4 = out of 4 marks</b></p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Creates positive relationship with target audience</li> <li>• Helps boost awareness of a destination's unique qualities</li> <li>• Helps visitors learn about an area's products, services and facilities before they arrive</li> <li>• Helps manage expectations</li> <li>• Helps build, manage and sustain the image of destinations as well as building trust/PR seen as more reliable than marketing adverts</li> <li>• Can help change unfavourable perceptions of the destination</li> <li>• Through press releases – journalists asked to write about the new brand identity</li> <li>• Through press conference – trade partners are often invited to a press conference to hear about the launch of the new brand</li> </ul> <p><b>AO3 Analysis and research</b></p> <ul style="list-style-type: none"> <li>• PR helps customers understand the brand better which allows the opportunity to show the destination in many different lights</li> <li>• Whether launching a new product or just running a promotional campaign, destinations can easily promote themselves through PR activities</li> <li>• PR usually has the effect of making a destination appear more attractive which will generate more interest from potential visitors</li> <li>• It can also be used as a tool for crisis management when something goes wrong or there are negative events that affect a destination brand image</li> <li>• PR can be a good way to gain targeted media coverage which means that the destination marketing company may choose the content of the PR activity to show themselves in the best way</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Public relations should be an integral part of all destinations' ongoing marketing plan. Brands that use their knowledge of their goals, target audiences, and key messages to identify the best tactics and include the recommended ones across multiple platforms and channels to promote their brand image have more chances to fully achieve success and PR is an effective communication method – it gives depth to the brand messages especially if third parties (brand agencies or media specialists) are used to further enhance the brand identity</li> <li>• How to develop, maintain, and enhance customer loyalty toward a destinations' products and services is generally seen as the main focus of marketing activities and guardians of the brand will seek creative ways to market a destination. PR can provide a glitzy far reaching brand message that the NTO could not achieve through other communication methods</li> </ul> | 12    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(c)     | <ul style="list-style-type: none"> <li>It is important to keep a realistic perspective and make sure the brand messages raised through PR can be fulfilled and represent the customer's expectations of the destination and match the brand promise</li> <li>Other communication methods are equally as effective and may be cost saving compared with employing a PR agency to work on behalf of the guardians of the brand</li> </ul> <p>Accept any other reasonable answers.</p>                                                                                                                                                                                                                                                                                                                                                                             |          |
| 2(a)     | <p><b>Explain how the <u>two</u> different types of media are used by Tourism Tasmania to communicate the destination's brand identity.</b></p> <p>Award two marks for each explanation of how TT can use each media type to communicate.</p> <p><b>paid for</b><br/>Will give Tourism Tasmania wider reach, more visibility, enhanced brand awareness and more targeted advertising using above the line marketing media (1) through tv, online videos, cinema, radio, social media and digital ads (1)</p> <p><b>shared</b><br/>Includes posts to platforms such as Twitter, Facebook, LinkedIn, Pinterest and Instagram (1) These posts could come from brands, media outlets and individuals. Followers, friends etc. will see the initial post and can like, share or repost using hashtags or tagging (1)</p> <p>Accept any other reasonable answers.</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 2(b)     | <p><b>Discuss the roles that different key stakeholders might play in the branding of Tasmania.</b></p> <p><b>Use table B to mark candidate responses to this question.</b></p> <p><b>AO2 – out of 3 marks</b><br/> <b>AO3 – out of 3 marks</b><br/> <b>AO4 – out of 3 marks</b></p> <p><b>AO2 Application</b></p> <ul style="list-style-type: none"> <li>• Tourism Tasmania, the NTO, will act as the guardian of the brand and support and fund the RTOs</li> <li>• The 4 regional tourism organisations in Tasmania will act as more localised representatives of the tourism industry</li> <li>• Commercial organisations such as local transport and accommodation providers work with the RTOs to promote the destination brand</li> <li>• All the key stakeholders will work to promote the destination and generate demand through a range of marketing campaigns</li> </ul> <p><b>AO3 Analysis and research</b></p> <ul style="list-style-type: none"> <li>• As guardian of the brand, Tourism Tasmania will set the strategic direction for tourism in Tasmania, identify priorities and deliver programmes that engage the industry and its stakeholders</li> <li>• The 4 regional tourism organisations will independently deliver programmes that effectively develop and market their regions and will be accountable to key stakeholders. They will liaise with commercial and non-commercial tourism organisations</li> <li>• Commercial organisations will be responsible for providing accommodation and transport services within the destination – they will invest in infrastructure development</li> <li>• Local residents will represent the views of domestic tourists as well as having a say in how their local area is branded</li> </ul> <p><b>AO4 Evaluation</b></p> <ul style="list-style-type: none"> <li>• All stakeholders need to agree on the destination branding for it to be consistently applied and to be effective</li> <li>• The relationship between key stakeholders aims to improve the coordination of resources across the state, the tourism industry and Tourism Tasmania. This will bring more unity in establishing an effective destination brand and the way it is promoted, with the end goal of appealing to more visitors</li> <li>• In Tasmania, the stakeholder relationship approach means that regional tourism organisations can gain funding support from Tourism Tasmania. This means costs are shared and the regional tourism organisations can also benefit from the expertise of the state organisation to become more effective in branding Tasmania and attracting their targeted audience</li> <li>• Without this interdependent relationship, the marketing efforts of each regional tourism organisation would be in isolation and would give off confusing messages about the state of Tasmania, thus not necessarily attracting the same level of tourism with which to make the brand and destination successful.</li> </ul> <p>Accept any other reasonable answers.</p> | <b>9</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 2(c)     | <p><b>Evaluate job creation as a measure of success in destination marketing.</b></p> <p><b>Use Table C to mark candidate responses to this question.</b></p> <p><b>AO1 = out of 4 marks</b><br/> <b>AO3 = out of 4 marks</b><br/> <b>AO4 = out of 4 marks</b></p> <p><b>AO1 Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Destinations which are successful attract more visitors year round, more visitors means more jobs</li> <li>• Jobs may be direct – tour guides, hoteliers etc.</li> <li>• Jobs may be indirect – truck drivers bringing food to restaurants, construction workers building a new airport building etc.</li> <li>• Jobs may be permanent or may be seasonal and this will impact on the standards of living in the destination</li> </ul> <p><b>AO3 Analysis and research</b></p> <ul style="list-style-type: none"> <li>• Job creation can be an important performance indicator but destinations need to compare the number of jobs year on year to be able to measure increase and decrease</li> <li>• Counting jobs is difficult – some are full time, some are part time, some are seasonal only – so measuring the trend of increase or decline is difficult</li> <li>• It is also difficult to attribute indirect employment to brand success as the construction workers may also work in non-tourism related builds</li> </ul> <p><b>AO4 Evaluation and decision making</b></p> <ul style="list-style-type: none"> <li>• An increase in the number of tourism related jobs within a destination can be a measure of success but often has to be monitored alongside other performance indicators such as increases in visitor numbers. So the best way to measure destination brand success may be by using a combination of different key performance indicators.</li> <li>• Actually measuring the number of jobs presents a series of challenges – how accurate an indicator are indirect jobs, whereby some of the work may be destination and tourism related but some is not. The number of SMEs in the tourism industry is significant however, many small sized businesses do not survive more than 3 to 5 years, therefore those in the start-up phase may not last – so job creation may be an indicator of trying to overcome poverty rather than a measure of success.</li> </ul> <p>Accept any other reasonable answers.</p> | <b>12</b> |