



## Cambridge International AS & A Level

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TRAVEL AND TOURISM

9395/33

Paper 3 Destination Marketing

May/June 2022

MARK SCHEME

Maximum Mark: 50

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **10** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles  
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require  $n$  reasons (e.g. State two reasons ...).
- d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

**2 Presentation of mark scheme:**

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

**3 Calculation questions:**

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

**4 Annotation:**

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1(a)	<p><b>Explain <u>two</u> reasons why National Tourism Organisations (NTOs) sometimes employ a brand agency to help them with the destination branding process.</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>• NTOs may lack expertise (1) outsourcing may allow them to employ specialist staff qualified in dealing with branding (1)</li><li>• Competitive advantage (1) to ensure high quality branding communications to compete with rival destinations (1)</li><li>• Coherent brand communication/promotional strategy (1) NTOs must steer the marketing activities to launch the brand to raise awareness– agencies have experience of doing this (1)</li><li>• Ensures they reach the target audience (1) Brand agencies will help identify new markets/grow existing markets (1)</li><li>• Brand agencies have a network of contacts/connections (1) which makes the chances of success greater (1)</li></ul> <p>Accept any other reasonable answer.</p>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Assess the effectiveness of the new promotional methods used to raise awareness of Ethiopia.</b></p> <p>Candidates are expected to be familiar with the marketing mix and how each element might be reviewed under the branding process. They should be able to combine their theoretical knowledge of this concept with information from Fig.1.1, to present an applied response specific to the context of Ethiopia.</p> <p>Indicative content:            Coordinated approach to marketing communications            Wide range of promotional techniques employed            New national tourism website created – global access            Interactive materials – videos, showcasing            Image library – stock photos for sharing by stakeholders            Multi-lingual brochures – used for marketing in a variety of contexts            New tourism routes and maps – raise awareness of specific attractions-            targeted marketing            Trade fairs – sharing information with industry partners</p> <p>Other relevant information 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 provide an assessment of promotional techniques and their likely effectiveness in raising awareness of Ethiopia. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles, using appropriate terminology as well as specific reference to Ethiopia.</p> <p><b>Level 2 (4–6 marks)</b> Candidates provide an explanation of promotional techniques and their likely effectiveness in raising awareness of Ethiopia. Candidates will show an understanding of the question and include identification and explanation of one, two or more promotional techniques. The answer is relevant and shows reasonable knowledge and understanding of specific marketing concepts and principles, with some use of appropriate terminology and some reference to Ethiopia.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe up to three promotional techniques but may not refer to Ethiopia. The answer shows limited knowledge and understanding of specific marketing concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	9

Question	Answer	Marks
1(c)	<p><b>Evaluate how socio-economic factors might affect Ethiopia’s image as a destination.</b></p> <p>Candidates should use their knowledge and understanding of the challenges faced in branding destinations and especially the socio-economic factors which impact, together with information from Fig 1.1.</p> <p>Indicative content:</p> <p>Social factors:</p> <p>Living standards – will affect the destination’s reputation</p> <p>Insufficient skilled human resources – personnel are not trained or qualified and may not have the necessary customer service skills to satisfy customer needs</p> <p>Poor infrastructure – lowers quality of life for local people which creates a negative image</p> <p>Economic factors:</p> <p>Lack of suitable infrastructure – tourists are not attracted to areas that are not adequately developed in terms of roads, hospitals, internet etc.</p> <p>Accessibility – if visa requirements, transport facilities etc. make access difficult or inconvenient, Ethiopia may not be a first-choice destination</p> <p>Lack of quality hotels – customers expect international standards in accommodation</p> <p>Other relevant information 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 provide evaluation of the socio-economic factors which impact on Ethiopia’s destination brand. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles, using appropriate terminology as well as specific reference to Ethiopia.</p> <p><b>Level 2 (5–8 marks)</b> Candidates provide an explanation/analysis of the socio-economic factors which impact on Ethiopia’s destination brand. Candidates will show an understanding of the question and include identification and explanation of one, two or more factors. The answer is relevant and shows reasonable knowledge and understanding of specific marketing concepts and principles, with some use of appropriate terminology and some reference to Ethiopia.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe the socio-economic factors which impact on Ethiopia’s destination brand. The answer shows limited knowledge and understanding of specific marketing concepts and principles with limited use of appropriate terminology. There may be no reference to Ethiopia.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	12

Question	Answer	Marks
2(a)	<p data-bbox="316 248 1134 282"><b>Explain <u>two</u> disadvantages of using quantitative research.</b></p> <p data-bbox="316 315 1278 383">Award one mark for each of two identifications plus an additional mark for an explanation of each.</p> <ul data-bbox="316 421 1289 629" style="list-style-type: none"><li data-bbox="316 421 1126 454">• Data set may be limited (1) this might skew the results (1)</li><li data-bbox="316 456 1086 490">• Pre-set answers (1) no access to specific feedback (1)</li><li data-bbox="316 492 1289 526">• Quickly out of date (1) tourism is dynamic and constantly changing (1)</li><li data-bbox="316 528 903 562">• Unreliable (1) closest match answers (1)</li><li data-bbox="316 564 1270 629">• Only provides numerical information (1) can't get specific opinions of responders (1)</li></ul> <p data-bbox="316 667 807 701">Accept any other reasonable answer.</p>	<b>4</b>



Question	Answer	Marks
2(b)	<p><b>Assess the benefits to Visit Florida of using different types of market segmentation.</b></p> <p>Candidates should be familiar with the concept of market segmentation (demographic, psychographic, geographic and by travel motivation) and the advantages of using these techniques. They should use this knowledge to apply to the context of this question.</p> <p>Indicative content:            More accurate targeting of customers            Better able to meet customer needs            Reduces costs/efficiency            Enhances opportunities to extend customer base            Improves product development            Enables Visit Florida to break into new markets/encourage repeat visits</p> <p>Other relevant information 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 provide an assessment of the benefits of market segmentation for Visit Florida. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles, using appropriate terminology as well as specific reference to Visit Florida.</p> <p><b>Level 2 (4–6 marks)</b> Candidates provide an explanation of the benefits of market segmentation for Visit Florida. Candidates will show an understanding of the question and include identification and explanation of one, two or more benefits. The answer is relevant and shows reasonable knowledge and understanding of specific marketing concepts and principles, with some use of appropriate terminology and some reference to Visit Florida.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe up to three benefits of market segmentation for Visit Florida. The answer shows limited knowledge and understanding of specific marketing concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	<b>9</b>

Question	Answer	Marks
2(c)	<p><b>Discuss the ways Visit Florida might use their visitor profiling data.</b></p> <p>Candidates should be familiar with different types of visitor profiling data and how this may be used. They should apply their knowledge within the context of Visit Florida.</p> <p>Indicative content:            Source markets – indicates where people are attracted from            Length of stay – offer more activities to encourage greater secondary spend            Spending power – levels of disposable income will affect pricing strategies            Choice of products and services – customer preferences – something for everyone?            Media types – where to advertise to gain most attention            Booking methods – choose the distribution channel which will be most efficient            Accommodation preference – ensure that a range of luxury hotels, motels, self-catering provided according to profile of visitors</p> <p>Other relevant information 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 provide a discussion of how visitor profiling data might be used by Visit Florida. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles, using appropriate terminology as well as specific reference to Florida</p> <p><b>Level 2 (5–8 marks)</b> Candidates provide an explanation/analysis of how visitor profiling data might be used by Visit Florida. Candidates will show an understanding of the question and include identification and explanation of one, two or more types of visitor profiling data. The answer is relevant and shows reasonable knowledge and understanding of specific marketing concepts and principles, with some use of appropriate terminology and some reference to Florida.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe visitor profiling data. The answer shows limited knowledge and understanding of specific marketing concepts and principles with limited use of appropriate terminology. There may be no reference to Florida.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p>	12