



# Cambridge International AS & A Level

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**TRAVEL & TOURISM**

**9395/33**

Paper 3 Destination Marketing

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 50

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**Published**

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

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

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

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This document consists of **11** 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.

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**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 how Zanzibar meets the needs of different customer types by offering a choice of products and activities.</b></p> <p>Award one mark for specific products or activities explained within the context of an identified customer.</p> <p>Candidates should be familiar with visitor profiling.</p> <ul style="list-style-type: none"><li>• Beaches (1) suitable for family groups (1)</li><li>• Nature (1) range of activities suitable for adventure tourists (1)</li><li>• History and heritage (1) attractions such as the UNESCO heritage site for cultural tourists (1)</li><li>• Exclusive resort accommodation/six classes of accommodation (1) for luxury travel market/meeting the needs of customers from budget to honeymooners (1)</li></ul> <p>Accept any other reasonable answer.</p> | <b>4</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 1(b)     | <p><b>Assess the importance of a destination, such as Zanzibar, emphasising its USP as part of its product positioning.</b></p> <p>Indicative content:<br/>Candidates will be familiar with the concept of using a USP.</p> <ul style="list-style-type: none"> <li>• Sets it apart (differentiation) from other island destinations</li> <li>• Makes it more competitive</li> <li>• Appeals to those who are attracted by specific features e.g. UNESCO heritage sites, beaches etc.</li> <li>• Can be used to persuade customers to visit</li> <li>• Helps overcome the issue of intangibility/customers know what to expect</li> <li>• The USP helps define the image of the destination, so it's clear who they are trying to attract</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of the importance of using a USP. Candidates effectively assess a range of factors and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of the importance of using a USP. 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 reasons for the importance of using a USP. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p> | 9     |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(c)     | <p><b>Using the information from Fig. 1.1, evaluate Zanzibar’s strengths, weaknesses, opportunities and threats as a destination.</b></p> <p>Indicative content:<br/>Candidates should use their knowledge and understanding of SWOT analysis, together with information from Fig 1.1.</p> <ul style="list-style-type: none"> <li>• Strengths – beaches, nature, cultural tourism; 27% GDP; increased length of visitor stays; 6200 beds across all classes, luxury/honeymoon hotels</li> <li>• Weaknesses – inconsistent brand messages; security/theft</li> <li>• Opportunities – establish a strong brand personality; stand alone as a destination for first time; USP; conservation of Stone Town; preservation of beaches; growth of visitor numbers</li> <li>• Threats – competition from other Indian Ocean destinations – Seychelles, Reunion, Mauritius</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of Zanzibar’s strengths, weaknesses, opportunities and threats. Candidates effectively evaluate a range of factors and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (5–8marks)</b> Candidates will show an understanding of the question and include explanations of Zanzibar’s strengths, weaknesses, opportunities and threats. 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 general strengths, weaknesses, opportunities and threats, there may be some reference to Zanzibar. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p> | 12    |



| Question | Answer  | Marks    |
|----------|---|----------|
| 2(a)     | <p><b>Explain <u>two</u> reasons why using a slogan/tagline is important in creating a brand identity for a destination.</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>• Makes the brand more memorable (1) the association between the brand and the destination (1)</li><li>• Highlights the core purpose/motive of the destination (1) which reduces intangibility by giving a verbal message (1)</li><li>• Concise (1) short phrases to sum up what is offered (1)</li><li>• Makes a connection between the brand and the customer (1) helps the customer better understand the brand (1)</li><li>• Differentiate the brand (1) make it stand out from competition (1)</li></ul> <p>Accept any other reasonable answer.</p> | <b>4</b> |

| Question | Answer   | Marks |
|----------|--|-------|
| 2(b)     | <p><b>Assess the importance of shared media in raising awareness of the EI Salvador Travel brand.</b></p> <p>Indicative content:<br/>Candidates should be familiar with the different types of media.</p> <ul style="list-style-type: none"> <li>• Content posted to social media</li> <li>• Cost effective way to raise awareness</li> <li>• Acts as a form of PR</li> <li>• Creates a positive image</li> <li>• Created specifically to be circulated amongst followers</li> <li>• Strong image, added sharing buttons</li> <li>• Form of digital ‘word of mouth’, via comments and reviews</li> <li>• Notifications, shared posts and ‘likes’</li> <li>• Easily accessed by potential customers e.g. language</li> <li>• Global reach</li> <li>• Available 24/7, no problem with time zone</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (7–9 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and assessment of the importance of shared media as a communication method. Candidates effectively assess a range of factors and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (4–6 marks)</b> Candidates will show an understanding of the question and include explanations of the importance of shared media as a communication method. 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 reasons for the importance of shared media as a communication method. Information may be a list of points, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to assess. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p> | 9     |

| Question | Answer   | Marks |
|----------|--|-------|
| 2(c)     | <p><b>Evaluate the effectiveness of measuring brand awareness as a KPI for national tourism organisations (NTOs).</b></p> <p>Indicative content:<br/>Candidates should be familiar a range of KPIs, including measuring brand awareness. Candidates may state that measuring brand awareness is not an effective KPI because of the limited data available especially within an industry as dynamic as tourism.</p> <ul style="list-style-type: none"> <li>• Need for 'before and after' for it to be meaningful</li> <li>• Subjective assessment</li> <li>• Need to look at web traffic, search volume data and conversion rates</li> <li>• Need a survey to establish who has seen the brand</li> <li>• However, can give an indication of global reach etc.</li> <li>• NTO's tend to concentrate on other KPI's such as arrival figures, popularity rankings etc.</li> <li>• Other relevant KPIs that NTOs could use</li> </ul> <p>Other relevant responses should also be credited.</p> <p>Mark according to the levels of response criteria.</p> <p><b>Level 3 (9–12 marks)</b> Candidates will show a clear understanding of the question and include detailed identification and evaluation of the effectiveness of measuring brand awareness as a KPI for NTOs. Candidates effectively evaluate a range of factors and clearly attempt to weigh up the significance of each. Analytical language will be used. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles using appropriate terminology.</p> <p><b>Level 2 (5–8marks)</b> Candidates will show an understanding of the question and include explanations of the effectiveness of measuring brand awareness as a KPI for NTOs. 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 benefits/drawbacks of measuring brand awareness. Information may be a list of points, or other KPIs may be identified, but explanations are incomplete and arguments partial (if present). The explanations lack coherent organisation and there is no attempt to evaluate. The answer is basic and shows limited knowledge and understanding of concepts and principles with limited use of appropriate terminology.</p> <p><b>Level 0 (0 marks)</b> No content worthy of credit.</p> | 12    |