



## Cambridge International AS & A Level

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TRAVEL AND TOURISM

9395/31

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 **9** printed pages.

**Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

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

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

From this it follows that we:

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

**2 Presentation of mark scheme:**

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

**3 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 data-bbox="304 248 975 282"><b>Explain <u>two</u> likely aims of a brand impact study.</b></p> <p data-bbox="304 315 1305 383">Award one mark for each of two identifications plus an additional mark for an explanation of each.</p> <ul data-bbox="304 416 1310 904" style="list-style-type: none"><li data-bbox="304 416 1286 483">• Identifying the market / main customer segment (1) finding out who the customers are likely to be (1)</li><li data-bbox="304 488 1286 555">• Customers' needs and wants (1) establishing what appeals to different customer types (1)</li><li data-bbox="304 560 1286 593">• Competition (1) understanding who the direct and indirect rivals are (1)</li><li data-bbox="304 598 1209 665">• Travel trends (1) researching to see what might affect the current environment for tourism (1)</li><li data-bbox="304 669 1267 736">• Customer behaviour and preferences (1) building on basic needs and wants to find out more detailed information (1)</li><li data-bbox="304 741 1310 775">• Popularity of destination (1) to see level of performance in the market (1)</li><li data-bbox="304 779 1302 846">• Understanding how advertising campaigns affect visitor perceptions (1) and allow them to correct any misconceptions to attract more visitors (1)</li><li data-bbox="304 851 1267 904">• Butler model (1) analysing what needs to happen to move to the next stage or to delay the decline (1)</li></ul> <p data-bbox="304 938 791 972">Accept any other reasonable answer.</p> | <b>4</b> |

| Question | Answer  | Marks |
|----------|---|-------|
| 1(b)     | <p><b>Discuss the strengths of the brand identity created through the Cook Islands’ ‘Love a little paradise’ logo.</b></p> <p>Candidates are expected to be familiar with characteristics of an effective brand identity. They should be able to combine their theoretical knowledge of these concepts with information from Fig.1.1, to present an applied response specific to the context of the Cook Islands.</p> <p>Indicative content:<br/> Brand name – clear, concise<br/> Slogan/tagline – Love a little paradise – association with paradise consistent with island destination messages;<br/> Cultural association – national flower<br/> Text in the logo is clear, some decorative elements,<br/> USP – colour here, use of the word paradise<br/> Use of colour – shocking pink is eye-catching<br/> Price in association with image – not referenced<br/> Distinctive packaging – not referenced<br/> Corporate identity (uniforms, furnishings, etc.) – not referenced</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 a discussion of the strengths of the characteristics of brand identity of Cook Island’s brand identity. 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 the Cook Islands.</p> <p><b>Level 2 (4–6 marks)</b> Candidates provide an explanation of the strengths of the brand identity of the Cook Islands. Candidates will show an understanding of the question and include identification and explanation of one, two or more characteristics. 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 the Cook Islands.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe up to three strengths of establishing the brand identity but may not refer to the Cook Islands. 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 the success of the CITP’s month-long advertising campaign using key performance indicators.</b></p> <p>Candidates should use their knowledge and understanding of KPIs – (specifically brand awareness) and apply this to the context of the Cook Islands. Candidates may say there is limited evidence of a range of KPIs based on a month-long campaign and that the longer term marketing strategy is needed to bring more success.</p> <p>Indicative content:<br/> Brand awareness measured with ‘before’ and ‘after’ evidence<br/> Two social media platforms were used as well as a range of websites for higher visibility<br/> Range of media employed – including video, search and display advertisements<br/> Click through rate metrics<br/> 2.5 m reach<br/> 41 000 clicks<br/> Engagement stats (140 744) from case study</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 success of the campaign based on the KPIs mentioned in the case study. 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 the Cook Islands.</p> <p><b>Level 2 (5–8 marks)</b> Candidates provide an explanation/analysis of the success of the campaign based on the KPIs mentioned in the case study. Candidates will show an understanding of the question and include identification and explanation of one, two or more KPIs. 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 the Cook Islands.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe the success of the campaign based on the KPIs mentioned in the case study. 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 the Cook Islands.</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> ways the Tuscany MICE brand logo is easily understood.</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>• Through its image (1) of a window, looking out onto the landscape representative of the rolling hills of Tuscany (1)</li> <li>• Text is in English (1) widely accepted as the international language to allow a significant majority of people to understand the text (1)</li> <li>• Simplicity of the message (1) four, industry specific words (1)</li> </ul> <p>Accept any other reasonable answer.</p>  | <b>4</b> |
| 2(b)     | <p><b>Assess the likely benefits to Toscana Promozione Turistica (TPT) and Destination Florence Convention and Visitors Bureau (DFCVB) of working in partnership to promote the Tuscany MICE brand.</b></p> <p>Candidates should be familiar with the interdependency of stakeholders from the syllabus. They should use this knowledge to apply to the context of this question.</p> <p>Indicative content:<br/> Shared promotion / promotional costs / extension of the marketing budget<br/> Pooling of expertise – sharing specialisms<br/> Larger customer base<br/> Bigger reach from regional base<br/> Added value for the customer – brand is perceived as more reliable because of the endorsement of a partner organisation<br/> Increased exposure, networking and connections</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 partnership working in Tuscany. 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 the Tuscany.</p> <p><b>Level 2 (4–6 marks)</b> Candidates provide an explanation of the benefits of partnership working in Tuscany. 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 the Tuscany.</p> <p><b>Level 1 (1–3 marks)</b> Candidates identify/describe up to three benefits of partnership working in Tuscany. The answer shows limited knowledge and understanding of specific marketing concepts and principles with limited use of appropriate terminology. There may be little reference to Tuscany.</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 benefits of attending events, such as trade fairs and roadshows, as a key marketing activity for tourism organisations.</b></p> <p>Candidates should be familiar with the range of marketing activities carried out by tourism organisations.</p> <p>Indicative content:<br/>           Trade fairs and roadshows are an international example of marketing activity<br/>           They raise awareness – through face to face contact<br/>           They are targeted at the travel trade – industry specific<br/>           Increases the product knowledge of personnel who will be involved in using the services of the trade<br/>           Networking opportunities – building contacts<br/>           Launch – allows opportunity for PR exercise of introducing the new brand</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 the benefits of events such as trade fairs/roadshows as a key marketing activity. There is sound and frequent evidence of thorough, detailed and accurate knowledge and understanding of concepts and principles, using appropriate terminology.</p> <p><b>Level 2 (5–8 marks)</b> Candidates provide an explanation/analysis of the benefits of events such as trade fairs/roadshows as a marketing activity. 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.</p> <p><b>Level 1 (1–4 marks)</b> Candidates identify/describe the benefits of trade fairs/roadshows as marketing activity. 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> | 12    |