



## External Assessment Report 2010

Subject	<b>Travel and Tourism</b>
Level	<b>Intermediate 2</b>

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the Examination.

# Comments on candidate performance

## General comments

It is pleasing to report a good performance this year and that candidates were generally well prepared for the examination. The percentage of candidates with A–C passes increased significantly. More candidates achieved A passes. Expectations of a better performance in the previous year had not been realised, so perhaps there has been a delayed response to the improvements in the Arrangements for this Course.

It is also pleasing to note that the number of candidates presented for examination rose by approximately 25%. Sixty-seven centres entered candidates, 12 more than 2009. There are 17 new centres, representing 21.9% of all candidates, and 8 returning centres, representing 9.7% of all candidates. Notably there is an increase in S6 candidates, but disappointingly the number of candidates presented by FE centres fell.

Clearly, therefore, there has been a significant change in the cohort, which may account for the improved performance.

Comments from Examiners and Markers suggest that the challenge presented by the exam has not changed, with questions functioning well and the majority of candidates attempting all questions. Grade boundaries therefore continue to be set in accordance with notional difficulty.

## Areas in which candidates performed well

Candidates were able to:

- ◆ define the tourism industry — Question 1 (a)
- ◆ describe the environmental impact of tourism — Question 1 (b)
- ◆ identify users of travel and tourism products and methods of market research — Question 5
- ◆ identify reasons for the popularity of package holidays — Question 6 (a)
- ◆ give example of job opportunities in package holiday companies — Question 6 (b)
- ◆ identify first impressions (in terms of customer service) — Question 8 (a)
- ◆ suggest ways of achieving high levels of customer satisfaction — Question 8 (b)
- ◆ give reasons for welcoming complaints from customers — Question 8 (c)
- ◆ give examples of the use of IT in travel and tourism businesses — Question 9 (a)

Well prepared candidates were able to:

- ◆ identify tourist destinations on blank maps — Questions 10, 11, 12 (top candidates frequently obtained full marks in these questions)

## Areas which candidates found demanding

Less able candidates found it difficult to:

- ◆ fully explain what is meant by the term 'outbound tour operator' — Question 2 (a)
- ◆ distinguish between the 19th and 20th centuries — Question 2 (c)
- ◆ explain the difference between leisure and tourism — Question 3 (a)
- ◆ differentiate between social, economic and cultural benefits of tourism — Question 4 (b)
- ◆ give examples of green tourism practice — Question 4 (c)
- ◆ fully interpret how a tourism publication might generate interest in an attraction — Question 7 (a)
- ◆ fully interpret how a tourism publication can encourage the tourist to visit an attraction — Question 7 (b)
- ◆ name and describe a Viewdata or Galileo system — Question 9 (b)
- ◆ explain what is meant by an interactive display — Question 9 (c)
- ◆ identify Prague on a map of Europe — Question 11
- ◆ categorise destination types in the Unites States — Question 12
- ◆ provide advice on travel to London: candidates typically failed to note that rail travel was requested, not air travel — Question 13 (b)
- ◆ name arrival points in London — Question 13 (b)
- ◆ identify an image of Barcelona, Spain — Question 14 (a)
- ◆ differentiate between Disneyland and Disneyworld — Question 15 (b)

## Advice to centres for preparation of future candidates

It is pleasing to note improved performance and an increase in the number of candidates taking the Course. Markers commented favourably on the commitment and achievement of candidates, and it is evident that this year a number of centres prepared candidates extremely well for the examination.

The majority of candidates were well prepared in the following areas:

- ◆ definitions of tourism
- ◆ environmental impacts of tourism
- ◆ market research
- ◆ package holidays.
- ◆ basic customer care

Good candidates also demonstrated excellent

- ◆ mapping skills
- ◆ knowledge of Edinburgh or Glasgow and Barcelona or Rome as tourism destinations

Centres should maintain the high standard of teaching in these areas.

Some attention to the following areas could enhance candidate performance further:

- ◆ terminology
- ◆ historical development of tourism, including technological developments in the 19th and 20th centuries
- ◆ social, economic and cultural impacts of tourism
- ◆ green tourism practice
- ◆ use of promotional materials in travel and tourism
- ◆ IT applications in travel and tourism
- ◆ comparison between modes of access to selected tourist destinations

Although the cohort was better matched to the qualification than in previous years, Markers continue to note the poor standard of written responses from less able candidates. The desire expressed in previous years to encourage discursive writing is repeated. Centres should ensure that candidates do not respond with one-word answers in questions relating to tourism impacts, customer care, market research and promotion, as these are unlikely to attract marks. For example, when giving examples of methods of promotion, some candidates still respond with the word 'internet' without any other description or explanation.

The ability to answer questions in context can also result in higher marks being awarded, particularly in questions relating to environmental, social, cultural and economic impacts of tourism, and when giving examples of green tourism practice.

The improved Arrangements to the Course were mentioned in the opening paragraph. Centres are reminded that from August 2008 the third edition of Arrangements documents for the Travel and Tourism Course at Intermediate 2 became valid. These are available on the SQA website.

The changes made to the third-edition Arrangements were specifically in relation to the appendix to the Tourist Destinations Unit (DM4N 11) and consist of a **reduction** in:

- ◆ the number of destinations candidates must study
- ◆ the amount of information candidates must know about each destination studied

No other changes were made to the Arrangements document beyond the appendix to this Unit. A specimen question paper which reflects these changes is available on the SQA website and can be downloaded using the 'Specimen Question Paper' link.

Where applicable, centres are once again encouraged to redevelop teaching and learning materials in line with the changes outlined in the third edition of the Arrangements document.

## Statistical information: update on Courses

Number of resulted entries in 2009	561
Number of resulted entries in 2010	696

## Statistical information: performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum mark — 100				
A	17.5%	17.5%	122	70
B	22.8%	40.4%	159	60
C	25.7%	66.1%	179	50
D	7.2%	73.3%	50	45
No award	26.7%	100.0%	186	–

### General commentary on grade boundaries

While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.

Each year, therefore, SQA holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Head of Service and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.

The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.

The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.

Where standards are comparable to previous years, similar grade boundaries are maintained.

An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.

SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as Arrangements evolve and change.