

13 July 2005

To: Head of Centre  
Secondary Schools,  
FE Colleges  
SCIS  
Education Authorities

cc: SQA Co-ordinator

Action by Recipient	
	Response required
✓	Note and pass on
	None – update/information only

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Dear Colleague

### **National Qualifications: Travel and Tourism Update Letter**

This briefing note is intended to offer practical advice and support on the issues being raised by centre staff with SQA, and should be distributed to those staff responsible for Travel and Tourism.

This letter deals with five topics:

- A. NQ Review: Feedback on Launch Events
  - i. Transition arrangements to new Course at Intermediate 1
  - ii. Tourist Destinations Unit at Intermediate 2
  - iii. Units no longer in Courses at Intermediate 1, Intermediate 2 and Higher
- B. Use of atlases in examinations
- C. Higher Travel and Tourism 'Approval'
- D. Scottish Progression Award at Intermediate 1
- E. Project Based National Courses

#### **A. NQ Review: Feedback on Launch Events**

Launch Events attended by over 150 teachers and lecturers were held at the beginning of May 2005 to outline the changes that will come into place from August 2005. The existing Course at Intermediate 1 (C075 10), Intermediate 2 (C075 11) and Higher (C076 12) will no longer be available for session 2005–2006 and all centres delivering these Courses will have to enter candidates for the new Courses (C217 10 for Intermediate 1, C217 11 for Intermediate 2 and C217 12 for Higher).

A number of issues were raised at these Launch Events and the information below provides further clarification. *Appendix 1* of this letter provides a 'Question/Answer' feedback on many of these. What follows is a more detailed response to three of them.

**i. Transition arrangements to the new Course at Intermediate 1**

In some centres Intermediate 1 Travel and Tourism may be taught as part of a two year Course. In such circumstances it is possible that candidates may have already achieved passes in some of the Units which are being removed. Where this has happened candidates will, if the following advice is followed, be able to use groupings of the old Units in place of the new ones. Put simply, they must complete either the new Unit or all of its corresponding Units from the previous arrangements. Old and new Units may be mixed within the Course as long as this basic rule is observed. In all cases, the new external assessment (X217 10) must be passed in order to complete the Course.

New Unit		Previous Units
<i>DM4E 10 — Holiday Planning</i>	<b>OR</b>	<i>D03P 10 — Holiday Planning: Holiday Destinations and Sources of Information</i>  <i>D03R 10 — Holiday Planning: Using Brochures to Plan Holidays</i>  <i>D03S 10 — Holiday Planning: Making and Booking and Checking Necessities</i>
<i>DM4G 10 — Holiday Issues</i>	<b>OR</b>	<i>D03W 10 — Dealing with Holiday Problem Situations</i>  <i>D03X 10 — The Impact of Tourism and Tourists</i>
<i>DM4J 10 — Holiday Destinations</i>	<b>OR</b>	<i>D03T 10 — Holidays at Home</i>  <i>D03V 10 — Holidays Abroad</i>
<b>Plus External Assessment:</b> <i>X217 10 — Travel and Tourism</i>		

**ii. Tourist Destinations Unit at Intermediate 2**

That part of the Unit which lists the destinations candidates should be able to recognise on maps, and in some cases have specific knowledge of, has been amended in light of some of the comments made at the Events. Content has not been changed but the layout has been slightly revised to help focus more clearly on the destinations about which this detailed knowledge is required. This section of the Unit Specification also appears in *Appendix 2* of this letter on tabular format. This table presents the same information in a different way and centres may find this useful for planning purposes. Although this Appendix is intended to assist centres in this way, the formal document outlining the Unit content remains the Unit Specification which is available under the Arrangements documents section of the Travel and Tourism subject page on the website. To accommodate the changes which have been made this document is being revised and centres should ensure that they are working from this revised version. The only changes which have occurred are contained on pages 35 and 36 of the document.

### iii. Units no longer Courses at Intermediate 1, Intermediate 2 and Higher

A number of centres, particularly in Further Education, use the Units which contributed to the previous Courses as freestanding Units or as part of Group Awards. These Units will remain in the National Qualifications catalogue and will continue to be available for use in this way. This does not apply for Intermediate 1, where the seven 20 hour Units will be removed from the catalogue.

### B. Use of atlases in the exam

Centres are again reminded that candidates should have the use of a Senior School Atlas during the exam for Intermediate 1. An atlas of this type should provide sufficient support to answer the questions linked to atlas use. Specialist travel atlases are not considered appropriate as the amount of detail within them may give candidates an unfair advantage in questions of a more general nature.

### C. Higher Travel and Tourism Approval

The advice issued in the update letter of December 2004 is repeated below.

The Higher Tourism Course which is being replaced required centres to seek approval from SQA to deliver the subject at this level. Centres already approved for Higher Tourism will be automatically approved, as a matter of course, for the new Higher Travel and Tourism without further application. However, centres not already approved for Higher Tourism and wishing to offer Higher Travel and Tourism for the first time should note that as this Course is not automatically approved, approval must be sought and obtained. Otherwise candidate entries will be rejected.

Centres wishing to offer this Course should contact the Approvals section of SQA before they embark on the delivery of the Course and an SQA officer will be able to go through the approval requirements with the centre before the Course commences. These will normally include an approval visit from SQA.

The approval process is now more straightforward but SQA has to ensure that candidates who are being presented for this Course are in a position to receive the quality of learning and teaching experiences the Course requires. For the purposes of Higher Travel and Tourism it is important that:

- ◆ those delivering the Course either have recent experience working in the travel industry, **and/or**
- ◆ have access to and intend to undertake staff development opportunities which ensure that they are fully aware of the current situation in the industry
- and**
- ◆ candidates have work placements in the industry, **and/or**
- ◆ there should be a clear programme of visits to travel and tourism businesses/organizations, **and/or**
- ◆ a schedule of visiting speakers should be arranged within the teaching programme

### D. Scottish Progression Award at Intermediate 1

This is a new award which is being piloted this year. This award is aimed at students in the 14–16 age group and it will be delivered through schools/college partnership in association with employers or training providers. Currently it is only available in the pilot area but, if successful, may be more broadly available in session 2006/07.

The Scottish Progression Award is intended to introduce students to the significance of tourism and in particular heighten awareness of tourism in the local area by developing certain knowledge and skills related to the subject and local tourism product. It also provides a strong focus for the development of the soft skills so essential in working effectively in the people centred tourism industry. The content has been determined in response to an analysis of industry needs and the knowledge and skills developed reflect identified labour market requirements. There is a strong vocational dimension in this award which is expected to be carried out as part of a work placement.

## **E. Project Based National Courses**

### **a. Revised Courses**

These Courses are delivered in Further Education colleges. The transition period for switching to the revised Courses in Retail Travel and in Selling Scheduled Air Travel ends on 31 July 2005. Candidates entered for these Courses in session 2005–2006 will have to be entered for the new versions of these Courses.

This means candidates must complete the following Units:

#### ***Retail Travel (CO6K 12)***

Surface Travel (DF6L 12) — 1 credit

Travel Agency Practice and Procedures (DF6K 12) — 2 credits

#### ***Selling Scheduled Air Travel (CO3X 12)***

Air Travel: An Introduction (DF6M 12) — 2 credits

Selling the Travel & Tourism Product (D0VK 12) — 1 credit

### **b. Air Travel: An Introduction (DF6M 12)**

The NAB for this Unit is currently being updated to provide opportunities for centres to assess candidates on the use of e-ticketing as an alternative to four coupon tickets. FE centres will be notified by letter when these revisions have been made and when this revised NAB is placed on the secure website.

### **c. Accommodation, Package and Related Products (DF451 12)**

It had been intended that this Unit would be withdrawn in July 2005. It has now been extended for one further year and will be available to candidates until July 2006 when it will finally be withdrawn. It will not continue to contribute to the Course in Retail Travel.

I trust that the information contained within this update letter is of use to the teachers/lecturers delivering these Units and Courses. Should you have any questions relating to the content of this letter please contact me and I shall be happy to discuss any issues with you.

I have copied this circular to your SQA Co-ordinator for information.

Yours faithfully



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Qualifications Manager – Social Subjects

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Appendix 1 : Question/Answer feedback from Launch Events

Appendix 2 : Tourist Destinations Intermediate 2

## Appendix 1: Question/Answer Feedback from Launch Events

### FEEDBACK TO CENTRES ABOUT ISSUES RAISED AT TRAVEL AND TOURISM LAUNCH EVENTS ON 4 AND 9 MAY 2005

#### GENERAL ISSUES:

1. Question: *The new Units and Courses have to be used from summer 2005. Why is there such a short lead in time to the start of the new Units and Courses?*

Answer: SQA consulted with a selection of stakeholders about the timescales which were proposed and was advised that centres should be able to cope with these if information about changes to content and assessment was provided at an early date. The subject update letter sent to all centres in December 2004 included drafts of the content for each Unit and details about the forthcoming changes in content and assessment.

2. Question: *The existing support materials for Units at all levels have become dated and in a number of cases are now much less relevant to the revised Units. Will support materials be available to support the revised Units?*

Answer: Learning and Teaching Scotland are producing a range of support materials. These will be distributed to all centres in hard copy and should be available electronically on its website at: [www.ltscotland.org.uk/nq](http://www.ltscotland.org.uk/nq). This website provides a list of both present and forthcoming publications. LTScotland has also worked with Springboard Scotland to produce an online support pack which provides case study examples of a variety of tourist destinations and tourist organisations. This can be accessed from the LTScotland website as well. Springboard's website is [www.springboarduk.org.uk](http://www.springboarduk.org.uk). A list of resources and intended delivery dates is provided at the end of this set of questions.

3. Question: *Why was the opportunity not taken to make the different levels more straightforward to teach to a single group?*

Answer: Intermediate 1 consists of a very customer focussed set of Units but Intermediate 2 and Higher have a more vocational focus. As the purposes of the Units are different this makes it more difficult to provide a straightforward progression path from level to level. The 3 x 40 hour Unit structure of Units at each level should help increase the opportunities for planning to teach single groups at different levels. The 'Holiday/Tourist Destinations' Unit at each level provides opportunities for teaching this Unit at different levels to a single group. The Guidance notes on learning and teaching contained within each Unit provide some advice about the relationship between Units.

4. Question: *Will greater efforts be made to improve the quality and consistency of maps used in assessments?*

Answer: Yes. SQA has now created a standard set of base maps. The aim will be to use these in all assessment items but there may be occasions when an alternative map has to be used. This set of base maps is being placed on the Travel and Tourism subject page of SQA's website for centres to download.

5. Question: *Do NABS have headroom in them to use as evidence for appeals?*

Answer: Yes. The Course Arrangements documents for each level provide advice in the section headed 'Estimates and Appeals' on how NABs might be used to provide evidence to support estimates and appeals for candidates.

6. Question: *Is it intended to produce 'Student Guides' for the new Units and Courses?*

Answer: No. Resources have been channelled toward the production of support materials for teaching. The Course Arrangements and Unit Specifications are now intended to be more user-friendly and it may be possible to lift sections of these documents and incorporate them into a 'Student Guide'.

7. Question: *What support is available for centres which have not entered candidates for Course assessment in the past?*

Answer: SQA publishes the Principal Assessor reports for each year's exam on its website. This gives valuable information to centres about key areas in the assessment where weaknesses/strengths have been identified. The Course Assessment Specifications which accompany the specimen question papers provide advice on how the external assessment is designed. Centres should try to ensure that they

gather evidence from candidates which make similar demands to the specimen question paper and that this evidence is gathered under similar controlled conditions. The specimen question paper also has marking instructions provided with it and these provide an illustration of the standards which will be applied in the marking of these assessments.

8. Question: ***Does SQA intend to publish copies of examination papers on its website?***

Answer: No. Centres can obtain copies of previous exam papers by ordering them through SQA's Customer Contact Centre (tel: 0845 279 1000, or e-mail: customer@sqa.org.uk). SQA also plans to publish marking instructions for external assessments for all levels from the 2005 diet onwards.

9. Question: ***What is the 'Your Coursework' booklet which is referred to in the declaration candidates are required to sign if the assessment consists of an element of coursework?***

Answer: This is the booklet sent to centres early in each session. Copies of this booklet should be given to all candidates.

## **INTERMEDIATE 1**

### **a. Content**

1. Question: ***Why is there not a prescribed list of destinations at this level in the 'Holiday Destinations' Unit in the same way as there is for Intermediate 2 and Higher?***

Answer: Intermediate 1 is a customer focussed Unit and concentrates on skills associated with the customer use of the travel and tourism industry. The absence of a list of destinations at this level allows candidates more freedom of choice to research destinations of interest to them. Assessment tasks are open ended at this level to provide opportunities for candidates to demonstrate these skills rather than assess a wide knowledge of destinations. As candidates have use of an atlas in their assessments there is less need for a specified list of destinations.

2. Question: ***The new structure combines the content of seven 20 hour Units into three 40 hour Units. Has content been reduced?***

Answer: Much of the duplication in the three existing 'Holiday Planning' Units has been removed. The 'Holiday Issues' Unit has combined the content of two 20 hour Units so should be capable of being delivered in 40 hours. Within the 'Holiday Destinations' Unit, candidates have a reduced number of case studies to examine. It is also expected that the considerable reduction in time required for assessment will free up additional time to teach the content and skills in these Units.

### **b. Course assessment**

1. Question: ***How can question setters be sure that all places candidates have to identify are shown in the atlases candidates take with them into the exam?***

Answer: This is not a new issue. From the 2005 exam onwards candidates will be asked to indicate the name of the secondary school atlas they take in to the exam with them. Setters will therefore be able to monitor the atlases which are being used and when setting questions ensure that destinations candidates have to name/plot are contained within this range of atlases. Inevitably such an exercise cannot predict any changes in the use of atlases.

2. Question: ***Will the large number of marks assigned to some questions put some candidates under greater pressure than previously?***

Answer: This situation has come about as a result of the switch from '½ mark' marking to the exclusive use of whole single marks at all levels. While the number of marks available for questions has been doubled, the tasks required of candidates remain very similar to those required in previous exam papers. Candidates have previously managed to deal with these types of questions. A simplified structure in which candidates know they are dealing with single whole marks provides consistency with many other subjects at this level. Where larger numbers of marks are awarded for a question, the task required of candidates is broken down into manageable steps. A similar situation exists in the Unit assessment.

3. Question: ***Will candidates be under greater pressure of time in the Course assessment compared with the Unit assessments?***

Answer: They should not be under more pressure. Assessment has, in both cases, been modified with the issue of pressure on candidates in mind. The Unit assessments are designed to ensure that candidates are not disadvantaged by the time available to complete their assessments. Many may complete the assessment in less than the time permitted. The Course assessment puts the same demands

on candidates as previously in terms of the tasks to be completed — 100 x 1 mark questions replace 50 x ½ mark questions. The examination is now 15 minutes longer to reduce pressure on candidates.

### **c. Unit assessment**

1. Question: ***Can centres opt to give candidates questions in the Unit assessments on an outcome by outcome basis?***

Answer: No. The instructions in the introduction to the Unit assessment make this clear. The reduction in overall demand of assessment, together with the setting of cut off scores at 50%, has eased pressure on candidates. An outcome by outcome approach to assessment in Travel and Tourism at this level would not provide sufficiently robust evidence to demonstrate that candidates have reached the required standard.

2. Question: ***How many NABs will there be for each Unit?***

Answer: There are three NABs for each Unit. These are on the secure section of SQA's website. This is the only way these can be accessed.

3. Question: ***What action should I take if a destination which candidates have to plot for one of the NABs is not shown in the atlas in my centre?***

Answer: Substitute this with another of the same type and annotate this on the instrument of assessment so that this is clear if the Unit is moderated. A simple substitution such as this does not need to be submitted for prior moderation.

4. Question: ***Would non-geographers know the answer to some of the questions in the assessment instruments?***

Answer: The examples given in the marking instructions are not exhaustive, and non-geographical responses may be appropriate. As with any subject area, teachers/lecturers who are delivering a subject should ensure that they have a sound enough background in the content and skills to deliver it to their candidates.

5. Question: ***Will candidates still have the same degree of choice in the selection of holiday destinations they may study?***

Answer: Yes. At this level the absence of a destinations list should provide this opportunity. The repetitiveness of carrying out the same task several times over has been removed.

6. Question: ***Is an understanding of e-booking not required for the 'Holiday Planning' Unit?***

Answer: Candidates are expected to understand the various components which make up a holiday. These different components are accurately reflected in brochure based holidays. However candidates are required to be able to accurately complete holiday booking forms. These could be in hard copy or online booking forms.

7. Question: ***Do candidates have to show that they can plot holiday destinations in both Unit and Course assessment?***

Answer: Yes. Candidates are required to locate and identify holiday destinations in the 'Holiday Destinations' Unit, so these skills must be assessed in the Unit and ought to be sampled in the Course assessment.

8. Question: ***At Intermediate 1 should candidates who score less than 50% resit a full NAB or can they simply be reassessed on the areas where weaknesses have been identified?***

Answer: Candidates who fail to score at least 50% are required to be reassessed using a full and different NAB from the original one attempted.

## INTERMEDIATE 2

### a. Content

1. Question: *The two new 40 hour Units 'Travel and Tourism: An Introduction' and 'Business Practices' which replace the 80 hour Unit have seven outcomes between them instead of six in the previous Unit. Will this make it more difficult to deliver these two Units in the time available?*

Answer: Despite this increase in the number of outcomes to be assessed, the overall demands of assessment have been greatly reduced. This ought to free up time to deliver the content and outcomes in the time available. In the 'Business Practices' Unit much of the assessment evidence is expected to be gathered as an integral part of the teaching and learning.

2. Question: *Will some candidates be less motivated because they do not have to complete an Investigation?*

Answer: Candidates who wish to write up the information in their folio to produce a written investigation report may still do this. In fact, in some centres it may be considered an appropriate teaching and learning policy to adopt. However, the skill of writing a lengthy report is greater than that required to show competence in this Unit.

3. Question: *How can candidates be expected to gain a knowledge of all the destinations listed in the Appendix of the 'Tourist Destinations' Unit?*

Answer: The list is provided in response to requests from the profession and now provides a limited number of places candidates are expected to be able to recognise where there was previously none. There are 108 places listed under the first bullet point in Appendix 1 of this Unit and these are the destinations candidates may have to identify on maps. After bullet points 2, 3 and 4 there is a further list of destinations about which candidates should have a general background knowledge such as knowledge of the type of environment and general appeal of the area for particular types of tourists. A small number, mostly cities, have lists of attractions noted along with them. It is only these destinations about which candidates will be expected to have detailed knowledge. As indicated in the Course Assessment Specification, questions on the 'Tourist Destinations' Unit will account for a maximum of 34% of the exam. Of these marks between 12% and 15% will focus on identification of destinations on maps. This means that questions on the detailed knowledge of these specific destinations can account for no more than a maximum of 22% of the total marks in the Course assessment. In reality, the marks devoted to this are likely to be much less. In the Specimen paper only 5 marks (5%) in question 17 are allocated to knowledge about a particular destination. The remaining marks in this part of the paper allow for choice in the answers provided.

4. Question: *Will the list of destinations in the 'Tourist Destinations' Unit not lead to very repetitive styles of delivery of content?*

Answer: Given the range of resources provided to support this Unit (see end of this Appendix), this does not need to be a problem. Many centres will have a wide variety of materials available for candidates to access. As there is now a list of destinations about which candidates should be well informed, this might allow centres to build up a variety of different resources about these destinations.

5. Question: *What steps will be taken to keep the list of tourist destinations in the above Unit up to date?*

Answer: The destinations selected are based on a variety of tourist statistics about the popularity of destinations. As stated in the Appendix of the Unit, the list of destinations will be revised as necessary.

6. Question: *Do cases studies on the impact of tourism in the 'Introduction' Unit have to come from the local area?*

Answer: No. The arrangements state on page 17 that well known overseas examples could be researched as an alternative to local area studies, but for both the focus of attention should be on the local impact of tourism.

### b. Course assessment

1. Question: *Will there be some flexibility choice in the examination questions on holiday destinations?*

Answer: There could be, but where candidates are expected to know detailed information about a particular destination there may not be choice in this situation.

2. Question: ***In a single mark question, how do I deal with a candidate who has given one correct point but according to the marking guidelines two points are required for the mark?***

Answer: At all times the marking instructions should be followed. In this case the candidate would not be awarded a mark. Half marks should not be used at this or any other level in the marking of candidate work.

### **c. Unit assessment**

#### **1. 'Introduction to Travel and Tourism (new)'**

a. Question: ***Is the history of the tourism industry still important in this Unit?***

Answer: It is important that candidates have a knowledge of the historical development of the tourism industry but, as the guidance notes state, there should be a greater emphasis on current trends. There may be some questions on historical development and on current trends in assessments.

b. Question: ***Can each outcome be assessed at different times and can candidates be reassessed on individual outcomes?***

Answer: The NABs are designed in such a way that, where centres have difficulties in timetabling the full assessment, it can be subdivided. In total, though, candidates should not be allowed more than one hour to complete all the sections. It is expected that this mode of assessment will only be used where timetabling issues dictate that it is necessary. Candidates should not be reassessed by outcome. If the total mark achieved for the entire assessment is below 15 out of 30 then those candidates should be reassessed using a complete and new assessment.

#### **2. 'Business Practices'**

a. Question: ***Is the candidate required to submit the checklist as well as the folio of evidence?***

Answer: Yes. The checklist contains a critical statement which candidates must sign at the end about the individuality of the work. It is important that candidates indicate clearly that the work submitted for their assessment is their own. This statement in the checklist provides the opportunity to confirm this. Apart from this signed statement the main function of the checklist is as a support for candidates to help them check that their folio of evidence contains all the relevant materials. The marker would look at the folio to confirm that these materials are provided and the judgement about achievement of outcomes and performance criteria should be based not on the content of the checklist but on the quality of what is provided in the folio.

b. Question: ***How should markers interpret the marking guidelines?***

Answer: The marking information illustrates the type of evidence candidates might provide and indicates whether this is sufficient (pass) or insufficient (fail). This should be used as the benchmark for decisions. The examples provided are indicative of what may be produced by candidates but markers will have to use their own judgement to interpret the adequacy of the wide and diverse range of evidence that candidates may submit. Candidates must achieve a pass in all the performance criteria to receive a Unit pass. Where this has not been achieved at the first attempt, candidates can revise and improve the area of the folio (performance criteria) where the weakness has been identified.

c. Question: ***How much information should candidates be providing in the folio?***

Answer: It is likely that the information presented will have been collected in connection to a single or a series of small investigations into tourism in a local area. Where candidates are asked to provide reports/summaries these should be brief and relate specifically to the date/pamphlets/resources to which they refer. No single piece of prose need extend beyond approximately 150 words in length.

d. Question: ***What methods of presentation are appropriate for the folio?***

Answer: Candidates are expected to keep a record of those items identified in, or equivalent to those in the checklist. This record should be kept in such a way that it can be readily understood by a third person. Parts of this may be recorded rather than written. The term 'folio' does not need to be interpreted as a 'folder'. Many centres will probably advise candidates to retain evidence in a 'folder'. In most cases this will be the easiest way to retain it. As long as the evidence is stored and presented in a way which is straightforward to follow the folio could take any form. This might include, for example, recordings or poster displays.

e. Question: ***What are candidates expected to write about in relation to the pamphlets collected?***

Answer: It is expected that candidates will write a brief evaluation of the pamphlets commenting on the strengths and weaknesses of them in relation to the market/purpose they serve.

## HIGHER

### a. Content

1. Question: *Is there progression between the 'Structure of the Travel and Tourism Industry' at Higher and the Unit of the same title in Higher National provision?*

Answer: Candidates who progress to the HN Unit having completed the Unit at Higher will observe similarities in content but the depth of knowledge required in the HN Unit is greater than that at Higher level. The demands made of candidates in the evidence requirements of the two Units aim to reflect this.

2. Question: *Is it intended to provide a definitive list of tourist destinations which candidates should cover in the 'Scottish Tourism Product' Unit in the same way as list exists for the 'Tourist Destinations' Unit?*

Answer: No. In the new 'Tourist Destinations' Unit the list is provided to ensure that centres and candidates are not faced with an undefined task in relation to the number of destinations about which they should have some knowledge. The Scottish Tourism Product Unit is set in a much smaller spatial context and, as with the previous version of this Unit, it was not felt necessary to provide such a prescriptive list of destinations.

### b. Course assessment

1. Question: *In a single mark question, how do I deal with a candidate who has given one correct point but according to the marking guidelines two points are required for the mark?*

Answer: At all times the marking instructions should be followed. In this case the candidate would not be awarded a mark. Half marks should not be used at this or any other level in the marking of candidate work.

### c. Unit assessment

1. Question: *In the 'Marketing' Unit are candidates required to produce a marketing plan?*

Answer: No. Some centres may feel that this is an appropriate way to teach this concept and the Guidance notes do indicate that 'the analysis of marketing could be enhanced if candidates identify the marketing plan for the business or organisation they are studying'. This is provided as advice for teaching this concept but candidates are not required to produce a marketing plan for either the Unit or Course assessment.

2. Question: **Can candidates make their own choice of organisation to study in the 'Marketing' Unit?**

Answer: Yes, but teachers/lecturers are advised to ensure that any organisation chosen by the candidate provides sufficient scope to illustrate the key topics within the Unit. On the other hand in some centres teachers/lecturers will expect all candidates to study the same organisation. This is also acceptable.

**Support Materials and intended publication dates**

<b>Topic</b>	<b>Level</b>	<b>Publication</b>
Travel and Tourism: update all Units	Int 1	August
Travel and Tourism: An Introduction	Int 2	June
Business Practices in Travel and Tourism	Int 2	August
Tourist Destinations	Higher	May
Marketing in Travel and Tourism: An Introduction	Higher	June
Structure of the Travel and Tourism Industry	Higher	August
The Scottish Tourism Product: An Introduction	Higher	August
Structure, Marketing and Destinations (in association with 'Springboard Scotland' )	Int 2 & Higher	Online May 2005

## **Appendix 2**

### **Intermediate 2: Travel and Tourism**

#### **Tourist Destinations Unit (DM4N11)**

##### **Summary of Tourist Destinations**

The table below outlines the nature of the information candidates should have about each of the destinations listed in the Unit specification.

The table groups these destinations under three headings:

1. Destinations candidates should be able to recognise if marked on a map.
2. Destinations about which candidates should have an understanding of the nature of the environment and its general appeal to tourists.
3. Destinations about which candidates should have a detailed knowledge. The Unit specification lists a number of key attractions in each of these centres. For each attraction the candidate should be aware of its specific appeal.

For each country where these destinations are found candidates should have a knowledge of the names of some food/drinks typically associated with that country.

Some destinations are asterisked(\*). For these destinations candidates are expected to have a knowledge of access routes within the UK or, if abroad, from the UK. The types of transport referred to varies for each destination. This is noted in the Unit specification. Within the UK candidates should know journey times to each destination from Glasgow, Edinburgh and London and for overseas destinations the times which should be known are those for travel from the UK plus transfer times from gateway points.

Destinations/physical features which candidates can recognise on maps	Destinations which candidates should know of and have an understanding of the nature of the environment and appeal to tourists (*including information about access within/from UK)	Destinations about which candidates should have a detailed knowledge (*including information about access within/from UK)
<p><b>Within the United Kingdom</b>  London, Blackpool, Bournemouth, Brighton, Scarborough, York, Manchester, Torbay, Newquay, Edinburgh, Glasgow, Dundee, Aberdeen, Perth, Ayr, North Berwick, St Andrews, Inverness, Fort William, Oban, Aviemore  Rivers Severn, Tay, Spey  Loch Ness  Dartmoor, Peak District, Snowdonia, Cairngorm Mtns., Ben Nevis, Glencoe, Land's End, John O'Groats  Scottish Highlands, SW England, Lake District, Trossachs &amp; Loch Lomond, Clyde Coast, Devon, Cornwall.  Forth Bridge</p>	<p><b>Within the United Kingdom</b>  *Highlands of Scotland  *South West England</p>	<p><b>Within the United Kingdom</b>  *London, *Blackpool, *Edinburgh, *Glasgow,</p>
<p><b>Within Europe</b>  Spain, France, Greece, Italy, Portugal, Croatia, Switzerland, Germany, Norway, Turkey, Cyprus, Sicily, Corfu, Crete, Rhodes, Majorca, Ibiza, Tenerife  Pyrenees, Rhine Valley, Sierra Nevada  Lisbon, Prague, Dublin, Geneva, Bruges, Berlin, Seville, Nice, Amsterdam, Madrid, Paris, Barcelona, Athens, Rome, Venice, Florence, Naples  Costa Blanca, Costa Brava, Costa del Sol, Brittany, Loire Valley, French Alps, Cote d'Azur, Italian Lakes.</p>	<p><b>Within Europe</b>  Madrid, Barcelona, Seville, Granada, Costa Brava – Lloret de Mar, Costa Blanca – Benidorm, Costa del Sol – Torremolinos, Marbella, Majorca, Ibiza, Tenerife.  Brittany, Normandy, Loire Valley, Dordogne, Provence.  Corfu, Crete, Rhodes.  Italian Lakes &amp; Dolomites, Tuscany.</p>	<p><b>Within Europe</b>  *Paris, Winter Sports areas in French Alps, Cote d'Azur, Rome, Venice, Florence, Naples area, *Amsterdam, *Dublin, Athens</p>
<p><b>Within USA &amp; the Caribbean</b>  Las Vegas, Los Angeles, San Francisco, Chicago, Denver, New Orleans, New York, Washington, Miami.  States of Colorado, New England, Florida, California  River Mississippi, Rocky Mtns, Niagara Falls.  Trinidad, Cuba, Dominican Republic, Barbados, Jamaica</p>	<p><b>Within USA &amp; the Caribbean</b>  Rocky Mtns., Grand Canyon, Niagara Falls, Mississippi, *Washington, Las Vegas  *Barbados</p>	<p><b>Within USA &amp; the Caribbean</b>  *New York  *Florida  *California  *Jamaica</p>