



## External Assessment Report 2014

Subject(s)	Selling Overseas Tourist Destinations
Level(s)	Intermediate 2

The statistics used in this report are prior to the outcome of any Post Results Services requests

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

Case Study 1 'Family Holiday' and case study 2 'Wedding' were the 2 most popular case studies chosen by the candidates.

'Research Based Report', where the candidates were to link the written responses to the tasks set and relating it to the researched material, was fully answered by only a small percentage of stronger candidates this year.

Lower results were attained in the 'Evaluation' stages this year, with candidates failing to gain half of the actual mark in this section. Candidates should cover all the points illustrated in the specification — some parts were briefly touched on, for example areas like knowledge & skills and strengths & weaknesses, which resulted in loss of marks.

A majority of candidates had printed their 'Comparison & Recommendations' and 'Evaluation' stages, but had not included their hand written notes which ensure that controlled conditions had been applied to these sections of the project.

## Areas in which candidates performed well

In the Planning Stage, the cross referencing of research material to tasks was performed well, as in previous years.

In the Development Stage, the Case study Report area was completed well, with more candidates showing a good level of knowledge in relation to the role of the sales person and sales process.

Holiday descriptions were answered relatively well with detailed knowledge of customer holiday requirements taken into account and matching the specific needs of the customers, when choosing the destination and accommodation. This was also reflected in the 'Comparison and Recommendation' stages.

## Areas which candidates found demanding

### Planning

The planning stage this year was not as well answered in the aims and objectives area and the timescales area, which was not structured enough with breakdown of dates and tasks. The majority of the candidates only gained fifty percent of the marks for this section.

### Development

The research reports were not completed and presented well, as in previous years, with candidates submitting less hand written and annotated maps and climate graphs.

The area of linking the written responses to tasks set relating to the researched material was only fully addressed by the more articulate candidates.

### **Evaluation**

In this section the candidates answered the questions briefly, especially when commenting on the 'Review and Update of their Action Plan' as their timescales had been brief in this section and their comments reflected this.

'Knowledge & Skills' and 'Strengths & Weaknesses' were also areas where the majority of the candidates failed to gain full marks.

## **Advice to centres for preparation of future candidates**

### **Planning**

The planning section this year, as stated at the start of the report, was not answered well in regards the timescales. The candidates only briefly addressed this part of the section.

### **Development**

The research reports were not completed and presented as well as previous years, gaining the candidates half marks, due to less annotated maps and climate graphs being submitted in this section. Centres should ensure the candidates review the projects before submission and ensure the candidates put the project with the annotated maps and graphs in the appropriate order and stage.

The area of linking the written responses to tasks set relating to the researched material, once more was only fully addressed by the more articulate candidates.

### **Recommendations, Comparisons and Evaluation sections**

All the above sections need to have hand written notes submitted with the typed versions to ensure invigilated conditions have been adhered to accordingly.

### **Evaluation**

Only a small percentage of candidates answered the questions well in the 'Evaluation' section. The majority of the candidates' loss of marks were in the areas relating to 'The Review Update of Action Plan' and 'Knowledge & Skills' 'Strengths and Weaknesses' questions.

### **General overall comments for centres**

Centres must ensure that all projects submitted to SQA by candidates for central marking have not been marked by the centre nor have any display of marking in any format.

## Statistical information: update on Courses

Number of resulted entries in 2013	15
Number of resulted entries in 2014	12

## Statistical information: Performance of candidates

### Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 200				
A	25.0%	25.0%	3	140
B	16.7%	41.7%	2	120
C	50.0%	91.7%	6	100
D	8.3%	100.0%	1	90
No award	0.0%	-	0	-

## 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, SQA therefore 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 Business Manager 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.