



External Assessment Report 2013

| | |
|------------|--------------------|
| Subject(s) | Travel and Tourism |
| Level(s) | Intermediate 2 |

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

There was a marginal increase in candidate performance, with the overall percentage of candidates gaining grades A–C slightly up, from 64.7% in 2012 to 68.6% in 2013. Notably, the number of candidates achieving an A grade had increased from 10.4% in 2012 to 16.7% in 2013, with 1.1% of these being an upper-A, compared to 0.3% last year. At the other end of the scale the number of candidates given a No Award decreased from 23% in 2012 to 20.7% in 2013. Aside from these slight differences the general distribution of marks was not greatly different from those in 2012, and the cohort of candidates remains broadly similar to that of previous years.

61 centres entered candidates, four more than in 2012, with the number of individual entries increasing from 583 in 2012 to 666 in 2013. Eight new centres accounted for 13.1% of all entries, and there were a further nine returning centres who accounted for 15.2% of all entries. The number of college entries has significantly dropped over the last few years from 18.9% of all entries in 2010 down to just 8% of all entries in 2013.

Evidence from both examiners and markers clearly suggests that this was a fair exam which presented a similar challenge to candidates as previous years. The questions generally functioned well to assess the level of demand and the course coverage that was expected.

Areas in which candidates performed well

Candidates performed well in:

- ◆ Question 1b) Explaining the concept of travel and tourism
- ◆ Question 2 Defining terms clearly in accordance with standard industry practice
- ◆ Question 5 Classifying tourism providers and identifying employment opportunities
- ◆ Question 7 Describing the economic impact of travel and tourism activities
- ◆ Question 8 Matching the use of services and facilities to consumer groups
- ◆ Question 9 Evaluating the effectiveness of promotional materials
- ◆ Question 11a) Describing the principles of good customer service
- ◆ Question 11b) Explaining the benefits of good customer care
- ◆ Question 12a)–c) Describing current industry practice of ICT
- ◆ Questions 13, 14 and 15 Identifying a specified selection of tourist destinations

Areas which candidates found demanding

Some candidates found difficulty in:

- ◆ Question 3a)–d) Describing the main developments in the travel and tourism
- ◆ Question 4b) Describing the main developments in the travel and tourism industry
- ◆ Question 6a)–c) Describing the environmental impact of travel and tourism activities
- ◆ Questions 9 Evaluating the effectiveness of promotional materials (AIDA – Desire)
- ◆ Question 10a)i) Describing methods of promotional activity used in travel and tourism

- ◆ Question 16 Accurately describing Rome or Barcelona as a tourist destination
- ◆ Question 17 Identifying a popular tourist destination to meet a personal specification

Advice to centres for preparation of future candidates

The marking team felt that on the whole there was a big improvement in overall performance, with more candidates passing and more passing well. It is therefore evident that there is a high standard of teaching taking place in a large number of centres, but it is clear that there are still a number of key areas that the majority of centres should address to ensure that future candidates are fully prepared for the examination.

The main area for improvement remains to be within the destinations unit of the course as questions here are still being poorly answered by a significant number of candidates in a large number of centres. Candidate responses to the destination questions were generally too vague, and it appeared that many had not been adequately prepared as they appeared to be guessing answers, many of which are not even in the arrangements. It should be noted, once again, that the list of destinations in the course arrangements should be strictly adhered to to give the candidates the best chance of success in answering these questions. Emphasis also needs to be placed on the importance of giving relevant named examples within their chosen destinations, and case study examples should be given to aid candidates.

It was also clear that many candidates had little or no historical understanding of the development of travel and tourism, as they were not sure of the chronology of significant events. It appears that more importance needs to be put into teaching Outcome 2 of Unit 1 to ensure that the historical component of the course is better taught in future years.

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

- ◆ The environmental impact of travel and tourism activities
- ◆ The distinction between the four main points of the AIDA principle
- ◆ Use of promotional materials in travel and tourism

Centres should also continue to give due consideration to their presentation policy, as it appears that a number of candidates were incorrectly entered for Intermediate 2 when they could have perhaps had more success at Intermediate 1 Travel and Tourism instead.

**Statistical information: update on Courses
Intermediate 2**

| | |
|---|-----|
| Number of resulted entries in 2012 | 583 |
|---|-----|

| | |
|---|-----|
| Number of resulted entries in 2013 | 663 |
|---|-----|

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 | 16.7% | 16.7% | 111 | 71 |
| B | 24.3% | 41.0% | 161 | 61 |
| C | 27.5% | 68.5% | 182 | 51 |
| D | 10.4% | 78.9% | 69 | 46 |
| No award | 21.1% | 100.0% | 140 | - |

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.