

## Tourism: Advanced Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Headroom	Mixture of task and output	<p>Evidence for Estimates and Appeals at all levels must show sufficient breadth of coverage of contents of the Units of the Course, and relate to the Course Grade Descriptions.</p> <p>Content of the mandatory Unit should normally have been covered by the time Estimates have been submitted. The case study in Tourism Planning and Development, the assignment and project in Marketing in Travel and Tourism, and the restricted response type questions in Providing Information on the Scottish Tourism Product, would produce evidence of C, B and A type answers. Stronger evidence on which to base Estimates and provide evidence for Assessment Appeals would be possible through the use of an assessment — for example a confidential question paper — which should cover the mandatory Unit and some of the optional Units chosen, and match the form and allocation of the specimen question paper as closely as possible. Another possibility would be to augment the NABs with assessment tasks which allow candidates to demonstrate performance beyond that required by the Units.</p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining component Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstrations of attainment as measured by the Grade Description of the Course.</p>

### Contact

Keith Wright 0141-242 2202

## **Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals**

### **Estimates**

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

### **Absentees and External Assessment Appeals**

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.

## Tourism: Higher

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Headroom	Mixture of task and output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of the Course, and relate to the Course Grade Descriptions.</p> <p>Content from the mandatory Units should normally have been covered by the time Estimates have to be submitted. Investigation/project/case study and restricted response type questions would produce evidence of C, B and A type answers. Stronger evidence on which to base Estimates and provide evidence for Assessment Appeals would be possible through the use of an assessment, for example a confidential question paper, which should cover, at least, the mandatory Units and match the form and mark allocation of the specimen question paper as closely as possible. It may be possible to build a NAB into such an assessment instrument, or to augment the NABs with assessment tasks which allow candidates to demonstrate performance beyond that required by the Units. In a situation where centres choose to use SQA examination papers from previous years to create their own question paper as a prelim the question paper produced should sample from at least three past papers and no more than 50% of the marks in the centre's created paper should come from one SQA examination.</p> <p>At Higher, evidence of a summative nature from the Unit The Scottish Tourism Product: An Introduction is likely to provide support for Estimates, Absentee consideration and Assessment Appeals. Video evidence would be appropriate in relation to the Unit Planning Customer Care Programmes in Travel and Tourism.</p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining component Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p>

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## **Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals**

### **Estimates**

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

### **Absentees and External Assessment Appeals**

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.

## Travel and Tourism: Intermediate 2

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Some headroom	Mixture of task and output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of the Course, and relate to the Course Grade Descriptions.</p> <p>Content from the mandatory Units should normally have been covered by the time Estimates have to be submitted. Investigation/project/case study and restricted response type questions would produce evidence of C, B and A type answers. Stronger evidence on which to base Estimates and provide evidence for Assessment Appeals would be possible through the use of an assessment, for example a confidential question paper, which should cover, at least, the mandatory Units and match the form and mark allocation of the specimen question paper as closely as possible. It may be possible to build a NAB into such an assessment instrument, or to augment the NABs with assessment tasks which allow candidates to demonstrate performance beyond that required by the Units. In a situation where centres choose to use SQA examination papers from previous years to create their own question paper as a prelim the question paper produced should sample from at least three SQA examination papers and no more than 50% of the marks in the centre's created paper should come from one SQA examination.</p> <p>Outcomes 1 and 2 of the Travel Destination Units may require further evidence to supplement NAB evidence if a summative assessment is not used to cover these Units. Video evidence would be appropriate in relation to the Unit Interacting with Customers.</p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p>

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## **Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals**

### **Estimates**

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

### **Absentees and External Assessment Appeals**

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

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## Travel and Tourism: Intermediate 1

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Headroom	Output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of the Course, and relate to the Course Grade Descriptions.</p> <p>Criteria for the Course Estimates are given in the marking guidelines for the following NAB items:</p> <ul style="list-style-type: none"> <li>◆ Holiday Planning 2: Using Brochures to Plan Holidays — Assessment Instrument 1</li> <li>◆ Holidays at Home — Assessment Instrument 2</li> <li>◆ Holidays Abroad — Assessment Instrument 2</li> <li>◆ Dealing with Holiday Problem Situations — Assessment Instrument 1</li> <li>◆ The Impact of Tourism and Tourists — Assessment Instrument 1</li> </ul> <p>In addition or as an alternative, Estimates of Course attainment and evidence for Assessment Appeals may be based on an assessment, for example a confidential question paper, which should reflect the range and depth of questions exemplified in the specimen question paper. It may be possible to build a NAB into such an assessment instrument, or to augment the NABs with assessment tasks which allow candidates to demonstrate performance beyond that required by the Units. In a situation where centres choose to use SQA examination papers from previous years to create their own question paper as a prelim, the question paper produced should sample from at least three past papers and no more than 50% of the marks in the centre's created paper should come from one SQA examination.</p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining Unit). It should provide evidence of attainment as measured against the Grade Descriptions. It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p>

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