

Our ref: TT Update 2002

28 November 2002

To: SQA Co-ordinator
Secondary Schools and FE Colleges

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

Contact Name –Christine Keenan at GLASGOW
Direct Line – 0141 242 2191
E-Mail – christine.keenan@sqa.org.uk

Dear Colleague

Travel and Tourism – Subject Update 2002

The contents of this letter should be passed to the member of staff responsible for Travel and Tourism.

Report on Performance from 2002 Diet

All Principal Assessor and Senior Moderator reports covering all travel and tourism courses can be viewed or downloaded from our website at www.sqa.org.uk.

Intermediate 1 Travel and Tourism

There was a modest 8% increase in entry numbers this year. Overall performance indicated once again that candidates had been well prepared at this level.

In some instances it appeared that candidates did not have access to an atlas or calculator for the exam. Invigilator instructions clearly outline this requirement and staff are encouraged to assist in ensuring these resources are available for candidates undertaking the exam.

Intermediate 2 Travel and Tourism

There was a further sizeable increase in entries at this level in 2002. Performance at this level was significantly down on previous years. This appeared to be primarily due to a poorer candidate group overall. There was some marginal tightening up in the marking of particular questions in response to feedback from the marking team in previous years and in recognition of the high national rating score in the previous 2 years. Staff are reminded that exemplification of candidate work at this, and at Intermediate 1, Higher level and the Intermediate 2 course Selling Overseas Tourist Destinations is available on the published Cdrom “National Courses – Exemplification of Standards 2001” which should be available in your centre.

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Please note the following amendments to the marking instructions and Principal Assessor commentary in relation to the exemplified material at Intermediate 2:

- ◆ With reference commentary on question 3 (d) comments using the same destination to illustrate positive and negative impacts would **not** now be acceptable. Different destinations should be used.
- ◆ With reference to question 4 (c) (iii), named examples from the map would be required. This requirement was prompted in the question to avoid candidates giving very general answers such as “castles, houses” etc.

Please also note that the arrangements document does not fix a prescribed mark allocation for particular topic areas and there may be a degree of variation between papers, for example questions 4 (a) and 6 (a) may vary from 4-6 marks. The overall weighting within the course as a whole will remain consistent however.

Further feedback on this exam is outlined below:

Candidates were generally not well prepared for this paper, particularly in the following areas:

- ◆ Types of tour operator
- ◆ Terminology – charter flights
- ◆ Private/Public/Voluntary providers of travel and tourism services and facilities

Areas where candidates were generally weak and perhaps need more practice are:

- ◆ Development of Tourism Act
- ◆ Mapping (destination options)
- ◆ Naming specific attractions at tourist destinations
- ◆ General knowledge about tourist destinations and attractions

Candidates should not be discriminatory in their pre-conceptions about client groups. Question 3 (b) elicited many ageist comments. The over 50s market is a major consumer of travel and tourism services and potentially future customers of these candidates. Centres should be raising candidate awareness of this market as it is important for programme planning, marketing and customer contact.

Centres must again remind candidates to answer questions from one option section only.

Centres must also remind candidates not to choose British Isles destinations when answering questions in Section C.

Intermediate 2 Selling Overseas Tourist Destinations

Candidate performance was broadly comparable with last year. Further advice to centres currently offering the course was issued following the summer completion date along with detailed marking guidelines refined as a result of this year’s experience and a flowchart summarising the process for the project. If you require a copy of these materials then please contact me, preferably at the email address above.

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Higher

There were some very good performances in the exam and centres with a good range of successful students are to be commended for preparing candidates well in the following areas:

- ◆ Knowledge of the structure of the industry and its interrelatedness
- ◆ Terminology used in the industry
- ◆ Planning touring itineraries of Scotland

However the pass rate is again comparatively low. Once again candidates often failed to relate responses to the case study and there were several areas in which candidate knowledge was lacking:

- ◆ Niche marketing; Scotland's 'niche' products
- ◆ Key responsibilities of staff working in tourism marketing
- ◆ Destination management companies – role in the industry
- ◆ Recent events - centres must keep up with current affairs within the industry. In 2001 national, regional and area tourist boards in Britain were pre-occupied with rescuing a disastrous season, yet only one candidate indicated any awareness of tourist board activities during this difficult period.
- ◆ Knowledge of Scottish visitor attractions

Centres are reminded that the format for the 2003 examination paper will change. A straightforward question paper will replace the Case Study. A new revised specimen question paper has already been sent to centres.

Compensatory Award

It has been agreed that a compensatory award of Intermediate 2 Travel and Tourism will now be made in relation to band 7 (45-49%) performance in Higher Tourism. This will be applied retrospectively to former candidates.

Higher Retail Travel and Higher Selling Scheduled Air Travel

Candidate performance was broadly comparable to last year.

To be successful in the external assessment centres must allocate teaching time to this unit and course managers must try to ensure that the majority of all necessary component units of these courses are taught prior to the development stage of the external assessment.

Adequate reference resources including access to the internet is essential for candidates.

Project tutors should become familiar with the requirements of the external assessments and be prepared to give clear guidance to their students.

Both the Planning and Evaluation stages do cause difficulty to the majority of candidates. Preparatory work requires to be done with candidates to explore the areas that they would be required to cover in each of these stages.

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Candidates must be encouraged to consider all of the briefs and to justify their selection. Some candidates fail to examine a good range of alternative arrangements before making their recommendations.

Candidates should be encouraged to word process the project, particularly the documents that would be given to the client i.e. the letter of confirmation and the itinerary. Shortcomings in spelling and grammar could also be addressed through the word processing of the planning and evaluation stages of the project. Candidates should be advised that the presentation of the project including the documents should be to a standard that would be accepted in industry. While some candidates may not have access to word processing facilities for the majority of the project never the less the neatest presentation possible must be encouraged.

Markers

Feedback from our teams of markers indicate that becoming a marker is amongst the best forms of in-service training there is and provides a unique insight into the application of national standards. Entry figures are not final at this point in the session but there may be vacancies in 2003. Those interested, with 3 years presentation experience, should contact our Appointments Section (0131561 6825) for an application pack. These packs were also distributed to centres.

SQA is most grateful to its present markers and other appointees for their efforts in securing the success of the 2002 examination diet.

Moderation

No major problems were identified. There was some evidence in the moderation of NQ units that updated/replacement pages had not always been used. The current list of NABs available for travel and tourism can be downloaded from our website.

At Higher National centres are encouraged to apply a holistic approach to assessment wherever appropriate. Where integrated assessment tests are used, clear tracking documentation indicating coverage of relevant outcomes is encouraged to support the moderation process.

Appeals

This year saw the first significant volume of appeals for the subject, primarily at Intermediate 2. Useful advice on preparing evidence for appeals is contained in "Notes of Guidance for Centres on the Appeals and on the Evidence to Support Estimates and Appeals". This document was issued prior to the appeals process this year and should be available in your centres. It can also be downloaded from the SQA website. Results of stage 2 appeals have now been issued and centres will be in receipt of feedback forms for those appeals that proved unsuccessful. Particular areas of the above guidance document that address common issues encountered in processing the appeals in travel and tourism include:

- ◆ With reference to prelims – the guidance states sets of questions should not be lifted *en bloc* from past papers and should preferably be adapted. For example, consecutive questions should be avoided, all questions in the option section should not be the same and relatively simple adjustments, and eg changing destinations in the travel geography sections can be made to strengthen the validity of the prelim. Care should be taken to ensure comparable coverage of the course in prelim construction. Where the prelim reflects the areas covered at that stage,

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supplementary evidence from the NABs or other classwork should be provided. Overall, this year the feeling was that centres tended towards leniency in the marking of prelims.

- ◆ Evidence from NABs is valid for appeals purposes, particularly in combination with prelim evidence as described above. However, once again there was evidence that centres tended toward leniency in marking in the NABs, particularly at the headroom end of the scale.

National Qualifications Review

The full reports for both the exams based and project based NQs in travel and tourism are available on the SQA website. No changes are to be implemented in the current session. We will shortly be consulting of possible options for change for the Int 1,2 and Higher courses. Further detail on proposed changes to project based courses and Scottish Group Awards should be available by spring of next year.

Current issues/trends

As many of you will already be aware the industry website at www.scotexchange.net provides a useful mechanism for keeping in touch with current issues and developments in the industry. I would encourage you to use this as a resource to assist in the delivery of the travel and tourism courses.

Higher National Review

The review of the Higher National framework for Travel and Tourism continues with industry consultation planned over the next 2 months. Thanks go to staff in colleges who responded to our initial questionnaire. Once industry consultation is completed we will bring all the relevant colleges together in March 2003 to present the findings of the review and to agree a detailed revision timetable for the framework. It is anticipated that the revised national framework of HN qualifications will be available for implementation from August 2005 onwards.

SQA is currently consulting on the proposed revised design principles for HN qualifications with the intention that these will be finalised by March 2003. The relevant background papers and questionnaire are currently posted on our website with a closing date of 20 December. I would encourage you to respond to the questionnaire and to highlight any issues that you think are of particular relevance to the sector.

I hope you find the above information of interest and assistance.

Yours faithfully



Christine Keenan
Qualifications Manager