-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   5240036   **-Session-1996-97**

-Superclass-   NK

-Title-   **THE GEOGRAPHY OF TOURISM**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Evaluating spatial patterns of world tourist activities and the geographical resource base for tourism.

OUTCOMES

1.   analyse the distribution of world tourism;

2.   explain the geographical factors affecting international travel;

3.   analyse the use of geographical resources for tourism.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. However it is recommended that the candidate should have competence in geography.

This may be evidenced by possession of some or all of: 5110446 British Isles Travel Geography; 5110456 European and Mediterranean Area Travel Geography; 5110466 Popular Longhaul Destinations Travel Geography; Standard Grade Geography at 3 or above.

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STATEMENT OF STANDARDS

UNIT NUMBER: 5240036

UNIT TITLE: THE GEOGRAPHY OF TOURISM

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

   1.   ANALYSE THE DISTRIBUTION OF WORLD TOURISM

PERFORMANCE CRITERIA

   (a)   The major world tourist generating and receiving regions are correctly identified using maps and available statistics.
   (b)   Explanation of the factors necessary for tourist generation are accurate in terms of current theory.
   (c)   Patterns in international and domestic tourist flows over time are correctly correlated to known influences.

RANGE STATEMENT

The range for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written or oral evidence of the candidate's ability to understand the major tourist flows and actual performance and that the candidate can identify generating and receiving countries on the world map.

OUTCOME

   2.   EXPLAIN THE GEOGRAPHICAL FACTORS AFFECTING INTERNATIONAL TRAVEL

PERFORMANCE CRITERIA

   (a)   Provision of information related to time zones is accurate and valid in terms of customer requirements.

    (b)   Major air, sea and overland routes between tourist generating countries and tourist receiving regions of the world are correctly located using appropriate reference material.

    (c)   Information on the effects of travel caused by geographical factors is accurate and valid in terms of customer requirements.

RANGE STATEMENT

The range for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written or oral evidence of the candidate's ability to understand the geographical factors affecting international travel. Actual performance evidence is also required of the candidate's ability to relay accurate information related to time zones, the effects of travel and major travel routes.

OUTCOME

    3.   ANALYSE THE USE OF GEOGRAPHICAL RESOURCES FOR TOURISM

PERFORMANCE CRITERIA

    (a)   Analysis of world climates is accurate in terms of their significance to tourism.

    (b)   Analysis of the use of landscape and wildlife resources for tourism is accurate with reference to evolution patterns.

    (c)   Historical and cultural resources are examined in terms of the qualities which attract tourists and spatial patterns of tourism development.

    (d)   Explanation of spatial patterns in the location of purpose built tourism resources is accurate in terms of particular tourist needs.

RANGE STATEMENT

The range for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written or oral evidence that the candidate can analyse how tourism has developed using geographical resources. The evidence will be based on examples from a minimum of four selected areas from around the world.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 5240036

UNIT TITLE: THE GEOGRAPHY OF TOURISM

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE   This unit is designed to develop the candidate's knowledge of the world's geographical resource base for tourism and spatial patterns of world tourist activity. The candidate will analyse the world distribution of natural and man-made tourist resources, tourist flows between generating and receiving regions and develop an understanding of geographical factors which impact on international travel. It is suitable for candidates in schools or further education.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will enable you to evaluate spatial patterns of world tourist activities and the geographical resource base for tourism.

CONTENT/CONTEXT   Corresponding to outcomes 1-3:

1.   Tourists that use worldwide resources - where they come from and the patterns of travel between their homes and tourist attractions.

       Spatial patterns of tourist generation in the world. Reasons why certain regions and countries generate tourism. Factors necessary for tourist generation: time, affluence, freedom of movement. World distribution of affluence. Historical factors affecting the growth of world tourism - political, economic, social, technical, (PEST). Economic interdependence of countries' tourism flows.

       Factors affecting international tourism flows - distance, attractions, communications, cultural links, relative costs and political factors.

Factors affecting domestic tourism flows - distribution of resources in relation to centres of population.

2.   Time zones: Greenwich Meridian, International Date Line, various time zones and time differences, relevance of lines of longitude. Use of lines of longitude. Longitude and time. Calculation of elapsed flying time. Impact of time zones on international travel, particularly with reference to air travel.
Latitude - significance of special parallels, Arctic and Antarctic Circles, Tropics of Cancer and Capricorn, Equator. Great Circle routes. Jet Stream.
Airport and seaport location. Main air routes. Distance between points and effect on type of transport used. Effect of physical relief on type of transport used.
Cruising - main world locations.
Effects on the traveller: jetlag, causes and symptoms of jetlag. Ozone sickness.
Climatic effects - strong sunlight, heat exhaustion, snow, high altitude ills.
World Health Organisation maps showing arcas where dangerous diseases are endemic. Culture shock.

3.   The geographical features of the world which attract travellers.
World climates: climate zones. Climatic elements - temperature and relative humidity, sunshine, wind, precipitation, air quality. Suitability for tourism. Hot climates - equatorial, tropical, arid. Warm temperate climates - Mediterranean. Cool temperate climates - Western European. Polar and cold climates. Mountain climates - effect of altitude on temperature, air pressure and rainfall.
Landscape resources: arcas of the world with potential for scenic tourism. Coastal, rural, selection of major geological/geomorphological features, natural vegetation, inland waters, national parks, world heritage sites. Models of tourist development. Morphology of beach resorts - selected examples. Rural tourism - major worldwide locations landscape based rural tourism and activity based rural tourism - selected examples. Nature based tourism - wilderness tourism and ecotourism - selected examples.
Historical resources - surviving physical remnants from past civilisations and past eras. Buildings, ancient monuments and artifacts. Difference between historic tourism and heritage tourism. Examples of different historic attractions from around the world. Attraction of historic resources - age, beauty, and meaning of architectural, landscape, archeological features and artifacts from the past. Major world distribution of historic features.
Cultural resources - dress, cuisine, religion, traditions, customs, performing arts, way of life, customs values, behaviour as expressed in religion, dress, cuisine, architecture and crafts. Dependency on cultural tourism of the difference between cultures. Distinction between ethnic and cultural tourism. Impacts of tourism on historic and cultural resources. Examination through selected examples from around the world. World pattern of cultures.
Urban tourism - sightseeing, visiting cultural and historical attractions, special events, leisure shopping, eating out and drinking, business tourism. Location of tourism in cities. Impacts of urban tourist developments. Selected examples from around the world.

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Tourist needs - thrill seeking, sports events, entertainment, social contact, shopping, visiting exhibitions and conference centres, theme parks, gambling and major events. Location of geographical features attracting tourists.

APPROACHES TO GENERATING EVIDENCE   This unit will require considerable tutor input in a classroom based situation. Alternatively, the subject matter could also be satisfactorily delivered in a candidate-centred flexible learning package, thereby making contiguous level teaching possible, if required. The unit could be delivered concurrently with the other travel geography units and would bolster the candidate's working knowledge of locational geography. All aspects of the unit should build upon the candidate's knowledge of locations.

The necessity for worldwide coverage will require a broad-based approach but the selection of illustrative examples will permit in-depth analysis of selected tourist destinations.   Examples should be carefully selected to provide an understanding of different types of tourist resource.

To bring the world into the classroom, extensive use of visual materials is recommended - slides, video, multi-media, geographical and travel magazines, brochures and trade publications such as The World Travel Guide and The World Travel Atlas etc. Use should also be made of published maps, sketch maps, graphs and statistics where applicable.

ASSESSMENT PROCEDURES   The centre should use instruments of assessment which are most appropriate to its situation and which will allow evidence to be generated for all performance criteria.

Outcome 1 might be assessed using restricted response questions.

Outcome 2 might be assessed using both practical exercises and short answer questions as the outcome involves the development of both cognitive and practical skills.

Outcome 3 could be assessed by restricted response questions or an assignment.

RECOGNITION   Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1.   Guide to unit writing. (A018).
2.   For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3.   Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4.   Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5.   For details of other SQA publications, please consult SQA's publications list. (X037).