

# Tourism 2019 v1.0

## Applied Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

# Contents

<b>1</b>	<b>Course overview</b> _____	<b>1</b>
1.1	Introduction.....	1
1.1.1	Rationale .....	1
1.1.2	Learning area structure .....	2
1.2	Teaching and learning .....	3
1.2.1	Dimensions and objectives.....	3
1.2.2	Underpinning factors .....	5
1.2.3	Planning a course of study .....	8
1.2.4	Developing a module of work .....	9
1.2.5	Aboriginal perspectives and Torres Strait Islander perspectives .....	12
<b>2</b>	<b>Subject matter</b> _____	<b>13</b>
2.1	Core.....	13
2.1.1	Core topic 1: Tourism as an industry .....	14
2.1.2	Core topic 2: The travel experience.....	16
2.1.3	Core topic 3: Sustainable tourism.....	18
2.2	Electives .....	21
2.2.1	Technology and tourism .....	21
2.2.2	Forms of tourism.....	21
2.2.3	Tourist destinations and attractions .....	21
2.2.4	Tourism marketing.....	21
2.2.5	Types of tourism .....	21
2.2.6	Tourism client groups .....	21
<b>3</b>	<b>Assessment</b> _____	<b>22</b>
3.1	Assessment — general information.....	22
3.1.1	Planning an assessment program .....	22
3.1.2	Authentication of student work .....	23
3.2	Assessment techniques.....	23
3.2.1	Project .....	25
3.2.2	Investigation .....	28
3.2.3	Extended response.....	30
3.2.4	Examination.....	32
3.3	Exiting a course of study .....	33

3.3.1	Folio requirements.....	33
3.3.2	Exit folios .....	33
3.3.3	Exit standards.....	33
3.3.4	Determining an exit result.....	33
3.3.5	Standards matrix .....	35
<b>4</b>	<b>Glossary</b> _____	<b>37</b>

# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product.<sup>1</sup> Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.<sup>2</sup>

'Tourism industry' is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges and self-development or visiting friends and relatives.<sup>3</sup>

The subject is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.

The core of Tourism focuses on 'Tourism as an industry', 'The travel experience' and 'Sustainable tourism'. Tourism is designed for schools to develop flexible courses of study that respond to students' interests and needs, while matching the resources available in the school and local community. It uses a contextualised approach, where the core is delivered through modules of work that are planned around electives — 'Technology and tourism', 'Forms of tourism', 'Tourist destinations and attractions', 'Tourism marketing', 'Types of tourism' and 'Tourism client groups'. The objectives allow students to develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

### Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

---

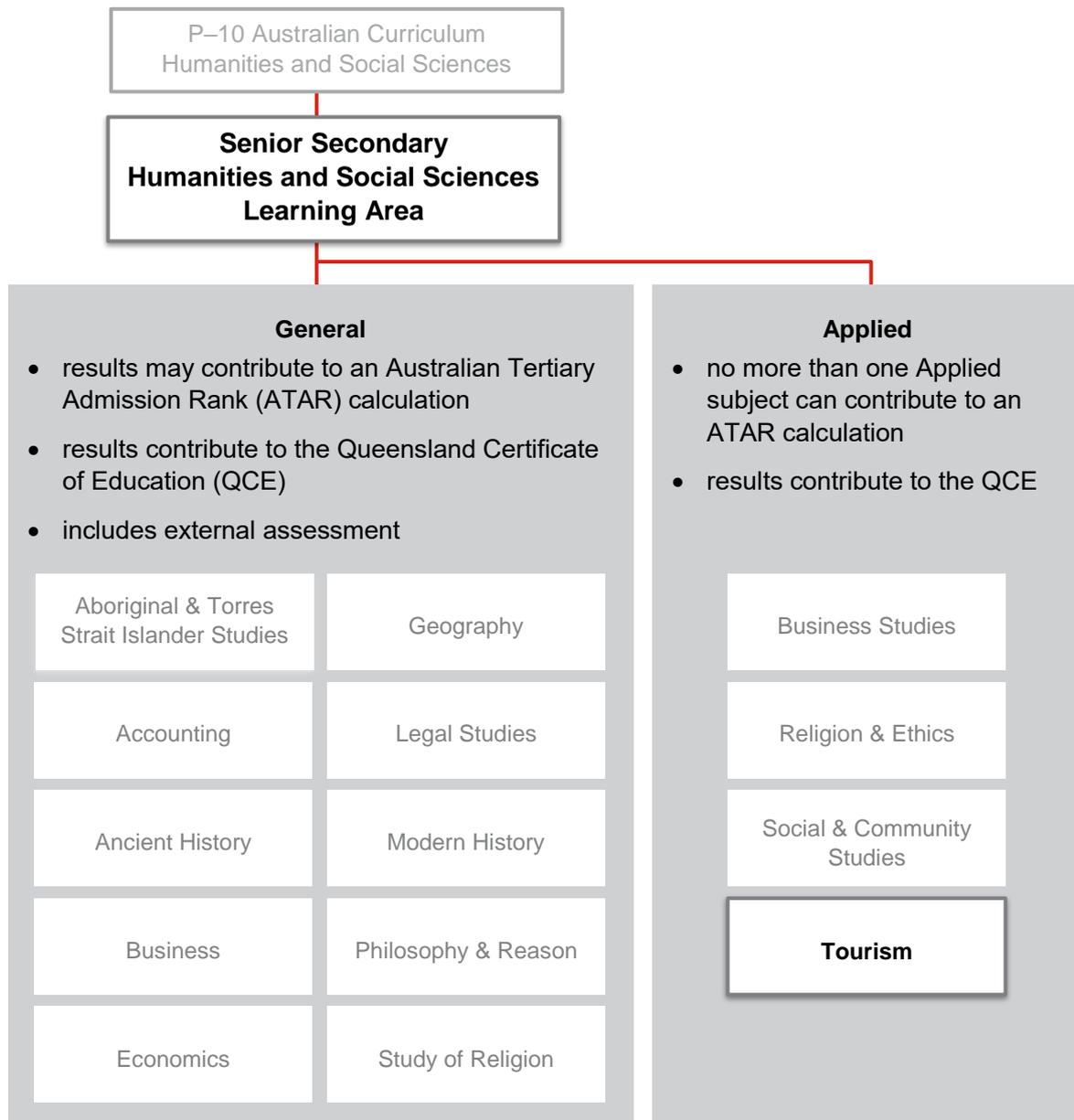
<sup>1</sup> World Travel and Tourism Council, 2015, 'Travel and tourism bigger employer than automotive, mining and financial services combined', [www.wttc.org/press-room/press-releases/2015/benchmarking-2015/](http://www.wttc.org/press-room/press-releases/2015/benchmarking-2015/).

<sup>2</sup> Data for 2013-14 indicates that tourism was a \$102 billion industry employing 543 600 people. Tourism Research Australia, 2014, 'State of the industry 2014', [www.tra.gov.au/documents/State-of-the-industry/TRA\\_State\\_of\\_the\\_Industry\\_2014\\_FINAL.pdf](http://www.tra.gov.au/documents/State-of-the-industry/TRA_State_of_the_Industry_2014_FINAL.pdf).

<sup>3</sup> Adapted from Tourism Skills Development Guide, 2004 Tourism Queensland.

## 1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Humanities and Social Sciences learning area



## 1.2 Teaching and learning

### 1.2.1 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study.

The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Planning and evaluating.

#### **Dimension 1: Knowing and understanding**

Knowing and understanding refers to the ability to recall and describe the concepts of tourism using associated terminology. It involves retrieving relevant knowledge from memory, constructing meaning from instructional messages, and recognising, interpreting, explaining and demonstrating understanding of the tourism industry, tourism experiences and issues and opportunities related to sustainability.

#### **Objectives**

By the conclusion of the course of study, students should:

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities.

When students recall, they retrieve relevant knowledge from long-term memory. This may include defining terms such as tourism and tourists, and concepts such as sustainability, cultural awareness and government and industry organisations.

When students describe and explain, they give an account of characteristics or features, and provide additional information that demonstrates an understanding of tourism concepts and information in varying contexts across the course of study. This may include employment descriptions, organisational roles and responsibilities, the reasons why people travel and the impacts of tourism on the community at different levels.

When students identify and explain, they specify tourism issues, opportunities or problems within varying contexts and provide additional information that demonstrates understanding. This may include socio-cultural, environmental and economic aspects of tourism at local, national or global levels.

#### **Dimension 2: Analysing and applying**

Analysing and applying refers to the ability to examine essential aspects of tourism and the relationships between them, and use concepts and ideas, knowledge, understanding and skills in various tourism contexts. It involves investigating tourism concepts and information, analysing

tourism issues and opportunities and using language conventions and features to communicate for specific purposes.

### **Objectives**

By the conclusion of the course of study, students should:

- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts.

When students analyse, they consider in detail for the purpose of finding meaning or relationships and identifying patterns, similarities and differences. In Tourism, this may be comparing the structures within organisations, identifying tourism issues and opportunities and the reasons tourists travel, and examining the characteristics of travel destinations.

When students apply, they carry out or use procedures based on the context in a given situation. They use an understanding of tourism concepts and information gathered in research to investigate scenarios and solve problems. This could include information related to entertainment, culture, shopping, dining, business, the natural environment, adventure and event tourism, and could be researched from news articles, reports, graphs, maps and statistics.

When students communicate, they share and present their understandings of concepts and information using appropriate language conventions and features for particular purposes and audiences. They use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral and visual communication modes. In Tourism, this may include presentations of itineraries and travel documents, promotional presentations, destination and impact reports and interviews.

### **Dimension 3: Planning and evaluating**

Planning and evaluating refers to reflecting on tourism concepts and considering ways to improve tourism outcomes. Planning refers to the communication, management and organisation of resources. Evaluating refers to reflecting on the processes, strategies and outcomes of tourism inquiries.

### **Objectives**

By the conclusion of the course of study, students should:

- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

When students generate, they produce, create or come up with alternative plans based on consumer and industry needs. In Tourism, this could include planning an activity or itinerary to meet a client's specific requirements, or designing guidelines or a procedure for a new tourism development, attraction or activity.

When students evaluate, they examine and judge the merit, significance or value of concepts and ideas within tourism and the tourism industry. This could include a review of the ecotourism rating system, the socio-cultural impact of an established or proposed tourist development, or self- or peer-review of the application of skills required in a tourist context such as the quality of customer service.

When students draw conclusions and make recommendations, they make logical inferences based on results of findings and synthesise concepts and information about tourism. They provide a judgment or an answer after considering various alternatives. In Tourism, this could

include recommending where to travel based on, for example, price, time of year, weather and other environmental considerations, attractions, government travel advisories and accessibility, or drawing a conclusion about whether a planned activity or itinerary will meet a client's specific requirements.

## 1.2.2 Underpinning factors

There are five factors that underpin and are essential for defining the distinctive nature of Applied syllabuses:

- applied learning
- community connections
- core skills for work
- literacy
- numeracy.

These factors, build on the general capabilities found in the P–10 Australian Curriculum. They overlap and interact, are derived from current education, industry and community expectations, and inform and shape Tourism.

All Applied syllabuses cover all of the underpinning factors in some way, though coverage may vary from syllabus to syllabus. Students should be provided with a variety of opportunities to learn through and about the five underpinning factors across the four-unit course of study.

Applied learning and community connections emphasise the importance of applying learning in workplace and community situations. Applied learning is an approach to contextualised learning; community connections provide contexts for learning, acquiring and applying knowledge, understanding and skills. Core skills for work, literacy and numeracy, however, contain identifiable knowledge and skills which can be directly assessed. The relevant knowledge and skills for these three factors are contained in the course dimensions and objectives for Tourism.

### Applied learning

Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass workplace, industry and community situations.

Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills.

Applied learning:

- links theory and practice
- integrates knowledge and skills in real-world or lifelike contexts
- encourages students to work individually and in teams to complete tasks and solve problems
- enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts
- uses assessment that is authentic and reflects the content and contexts.

### Community connections

Community connections build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports the transition from school to participation in, and contribution to, community, industry, work and non-profit organisations.

'Community' includes the school community and the wider community beyond the school, including virtual communities.

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

Schools plan connections with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces, and/or in the school setting, including the classroom.

Community connections can occur through formal arrangements or more informal interactions. Opportunities for community connections include:

- visiting a business or community organisation or agency
- organising a tourism event for the school or local community
- volunteering to support an Aboriginal or Torres Strait Islander event or festival (see Aboriginal perspectives and Torres Strait Islander perspectives)
- working with community groups in a range of activities
- providing a service for the local community
- attending industry expos and career 'taster' days
- participating in mentoring programs and work shadowing
- gaining work experience in industry, such as in a visitor information centre
- interacting with visitors to the school, such as community representatives, industry experts, employers, employees and the self-employed
- internet, phone or video conferencing with tourism operators.

## Core skills for work

In August 2013, the Australian Government released the *Core Skills for Work Developmental Framework (CSfW)*.<sup>4</sup> The CSfW describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work.<sup>5</sup> These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills, and core language, literacy and numeracy skills.

The CSfW describes performance in ten skill areas grouped under three skill clusters, shown in the table below. These skills can be embedded, taught and assessed across Tourism. Relevant aspects of core skills for work are assessed, as described in the standards.

---

<sup>4</sup> More information about the Core Skills for Work Developmental Framework is available at <https://docs.education.gov.au/node/37095>.

<sup>5</sup> The term 'work' is used in the broadest sense: activity that is directed at a specific purpose, which may or may not be for remuneration or gain.

**Table 1: Core skills for work skill clusters and skill areas**

	Skill cluster 1: Navigate the world of work	Skill cluster 2: Interacting with others	Skill cluster 3: Getting the work done
Skill areas	<ul style="list-style-type: none"> <li>• Manage career and work life</li> <li>• Work with roles, rights and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate for work</li> <li>• Connect and work with others</li> <li>• Recognise and utilise diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise</li> <li>• Make decisions</li> <li>• Identify and solve problems</li> <li>• Create and innovate</li> <li>• Work in a digital world</li> </ul>

## Literacy in Tourism

The information and ideas that make up Tourism are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content.

Each Applied syllabus has its own specific content and ways to convey and present this content. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Tourism is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Tourism. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Tourism content they have learnt.

In teaching and learning in Tourism, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts.

To understand and use Tourism content, teaching and learning strategies include:

- breaking the language code to make meaning of Tourism language and texts
- comprehending language and texts to make literal and inferred meanings about Tourism content
- using Tourism ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Tourism content, teaching and learning strategies include:

- making conclusions about the purpose and audience of Tourism language and texts
- analysing the ways language is used to convey ideas and information in Tourism texts
- transforming language and texts to convey Tourism ideas and information in particular ways to suit audience and purpose.

Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.

## Numeracy in Tourism

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.<sup>6</sup>

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy

---

<sup>6</sup> ACARA, General Capabilities, Numeracy, [www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction)

development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Tourism content, teaching and learning strategies include:

- identifying the specific mathematical information
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards.

### 1.2.3 Planning a course of study

Tourism is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

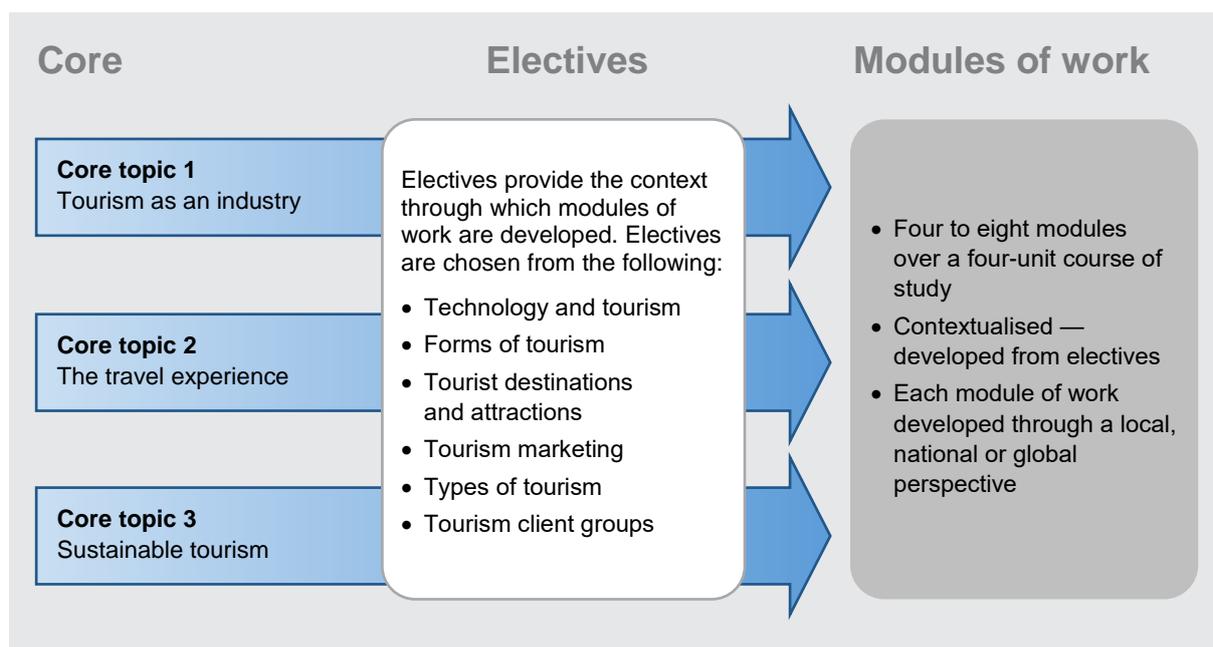
Units 3 and 4 consolidate student learning.

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this Applied syllabus is 55 hours per unit. A course of study will usually be completed over four units (220 hours).

A course of study for Tourism includes:

- core topics — 'Tourism as an industry', 'The travel experience' and 'Sustainable tourism' — and their associated concepts and ideas integrated into modules of work across Units 1 and 2, and further developed in Units 3 and 4
- electives — at least three electives across by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- modules of work — four to eight modules of work over the four-unit course of study, where modules of work must:
  - use a contextualised approach developed from one (or more) electives
  - be developed through a local, national or global perspective (with all three addressed by the completion of the four-unit course of study).

Figure 2: A course of study — the relationship between core, electives and modules of work



## 1.2.4 Developing a module of work

A module of work is developed from the electives and outlines the concepts and ideas, knowledge, understanding and skills, and assessment to be delivered. It should identify authentic and relevant learning experiences for students. Four to eight modules of work must be included across the four-unit course of study.

Schools should consider the underpinning factors when planning and integrating the relevant aspects of the core as learning experiences. The emphasis given to each core topic and the corresponding concepts and ideas will vary from module of work to module of work.

The diagram below outlines a process for developing a module of work in Tourism.



## Using inquiry in Tourism

Explicit teaching and nurturing is needed for students to develop an inquiring mind. The core topics include inquiry questions that are used to explore the concepts and ideas of Tourism.

Inquiry skills are used by students in each module of work and are developed by students engaging in the inquiry process in both learning and assessment experiences. Building on students' prior knowledge and experience, an inquiry generally follows a sequence of phases including:

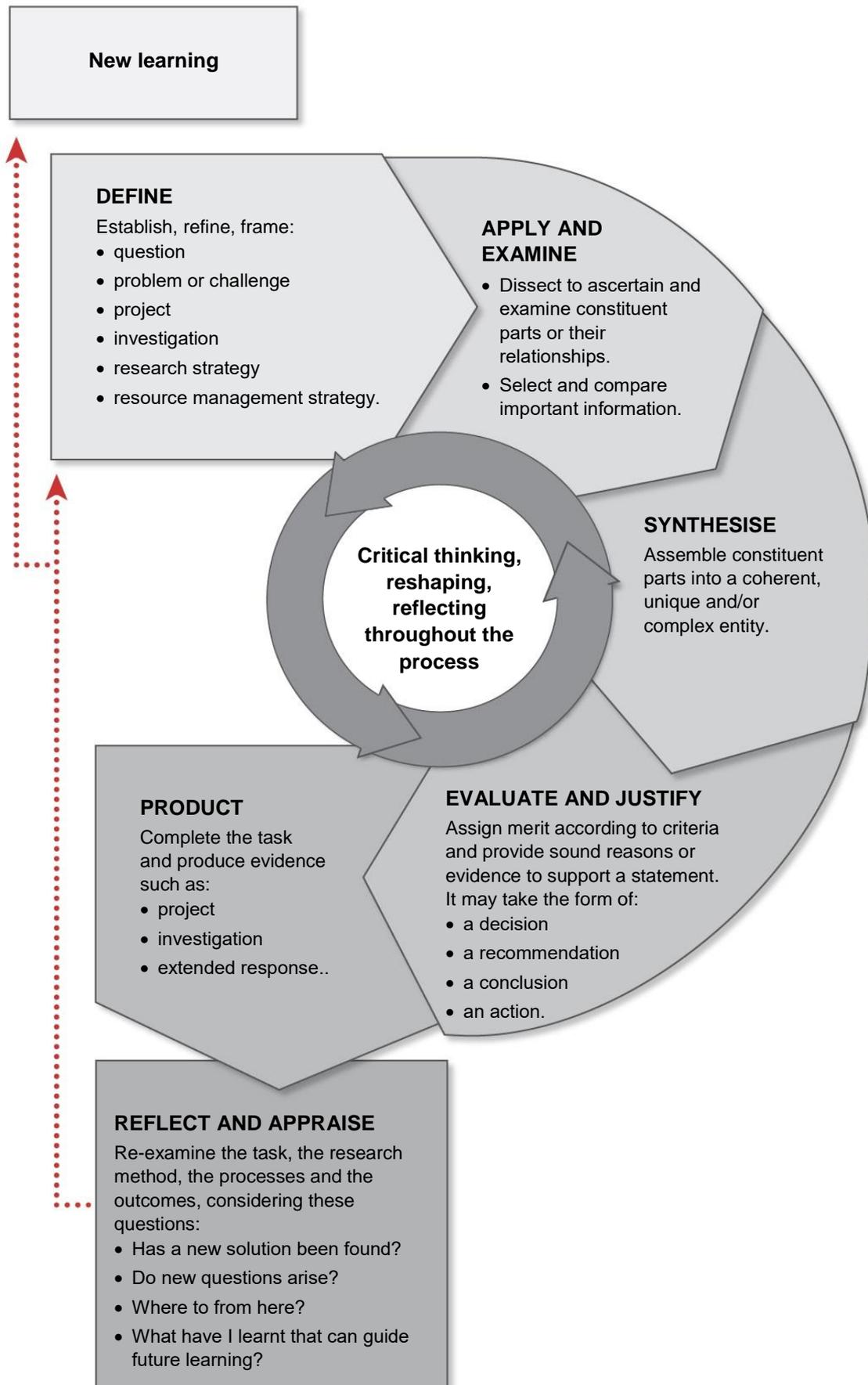
- define — establishing, refining and framing questions, problems/challenges, projects, investigations and research strategies
- apply and examine — applying research techniques to investigate issues; locating, organising and analysing evidence, information and data; ascertaining quality and validity of evidence
- synthesise — interpreting and pulling together information, information and ideas from a variety of sources
- evaluate and justify — evaluating and reporting recommendations and conclusions; justifying decisions
- produce — formulating opinions and arguments; producing evidence or taking action of some sort; communicating research findings, using accepted language conventions
- reflect and appraise — reconsidering consequences and outcomes of each of the identified phases.

Inquiry involves a recursive and reflective return to earlier steps, either to monitor progress or to adapt and adjust the questions or hypothesis in relation to new information. Such metacognitive reflection applies not only to the conclusions of the research but also to the conduct of the inquiry itself.

Inquiry requires careful analysis of the information acquired, and emphasis should be placed on increasing student awareness of ways the application of an inquiry process may determine the outcomes. In analysing data collected by others, ensure students are aware of variables that can affect the collection and validity of this data, and avoid making unsupported generalisations.

Evaluation and synthesis must be supported by the processing of data and evidence. Depending on the nature of the task, the student may wish to make further recommendations, take action on the conclusions reached or suggest follow-up research. The inquiry model is illustrated in Figure 3.

Figure 3: Inquiry phases in Tourism



## 1.2.5 Aboriginal perspectives and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QCAA is committed to helping achieve this vision, and encourages teachers to include Aboriginal perspectives and Torres Strait Islander perspectives in the curriculum.

The QCAA recognises Aboriginal peoples and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. Opportunities exist in Tourism to encourage engagement with Aboriginal peoples and Torres Strait Islander peoples, strengthening students' appreciation and understanding of:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Guidelines about Aboriginal and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

## 2 Subject matter

### 2.1 Core

The core is the conceptual base for the four-unit course of study and is what all students who undertake this subject will have the opportunity to learn. The core of this subject consists of three interrelated topics:

- Tourism as an industry
- The travel experience
- Sustainable tourism.

Each core topic has concepts and ideas that provide focus for each topic. The knowledge, understanding and skills include inquiry questions and subject matter. The inquiry questions are used to explore the concepts and ideas, and are intended to be posed in the electives that frame the unit. Each inquiry question elicits particular knowledge, understanding and skills.

The minimum subject matter to be taught is provided for each inquiry question. Not all inquiry questions would be explored in each module of work. It is anticipated that further knowledge, understanding and skills will arise from each inquiry question and that this should be explored as relevant to the unit. The school decides the depth to which each inquiry question is investigated. Upon completing this course of study, students should be able to respond in an informed way to each of the inquiry questions.

The core topics are presented in tables on the following pages.

## 2.1.1 Core topic 1: Tourism as an industry

Focus		
<p>Tourism is one of the world's largest industries and fastest growing economic sectors. It is increasing in value globally as a source of expanding employment opportunities. Employment in the tourism industry is facilitated through training and education in response to client and employer requirements. Students will identify and explain the role of industry organisations, government organisations and tourism sectors and their interrelationship. They will investigate employment opportunities within the tourism industry and the range of skills needed to successfully undertake these positions. This core will help students develop and apply interpersonal, communication, technology and planning skills.</p>		
Concepts and ideas	Knowledge, understanding and skills	
Defining tourism	Inquiry questions	Subject matter
<p>Tourism is diverse and involves a wide variety of industry and government organisations and associated sectors (C1.1).</p>	<p>What is tourism?</p>	<ul style="list-style-type: none"> <li>• key concepts such as:               <ul style="list-style-type: none"> <li>– tourism, tourist, hosts, guests</li> <li>– types of tourism: domestic, international, inbound, outbound</li> <li>– forms of tourism, e.g. adventure, special interest, ecotourism</li> <li>– tourism client groups, e.g. adventure-seeker, backpacker, first-time traveller, grey nomad, family, independent traveller, business traveller</li> </ul> </li> <li>• historical evolution of the industry</li> </ul>
	<p>What are the tourism industry sectors?</p>	<ul style="list-style-type: none"> <li>• the tourism industry is made up of a number of different sectors:               <ul style="list-style-type: none"> <li>– accommodation</li> <li>– transportation</li> <li>– tour wholesalers and tour operators</li> <li>– attractions and theme parks</li> <li>– retail travel agents</li> <li>– information services</li> <li>– meeting and event organisers</li> <li>– other ancillary services, e.g. travel insurance, duty-free outlets</li> </ul> </li> <li>• the relationships between sectors</li> </ul>
	<p>What organisations make up the tourism industry?</p>	<ul style="list-style-type: none"> <li>• characteristics and roles of government and industry organisations at local, state, national and global levels</li> <li>• the relationship between tourism and other industries</li> </ul>
	<p>What types of laws and policies regulate the tourism industry?</p>	<ul style="list-style-type: none"> <li>• tourism industry regulations are designed to protect businesses, visitors and the community by enforcing safe and responsible practices</li> <li>• tourism legislation, codes of conduct and accreditation:               <ul style="list-style-type: none"> <li>– general legislative issues, e.g. consumer protection, duty of care, workplace relations, anti-discrimination and equal employment opportunity</li> <li>– specific laws that govern industry requirements, e.g. Smoke-free Environment Act, Work Health and Safety Act, Tourism Services Act, Fair Trading Act, Nature Conservation Act</li> <li>– Australian Federation of Travel Agents (AFTA) Travel Accreditation Scheme (ATAS)</li> </ul> </li> <li>• specific licences and permits — dependent on where the business is located and the services offered, e.g. liquor licence, gaming licence, charter fishing permit</li> </ul>

<p><b>Employment in tourism</b></p> <p>Employment in tourism requires specific knowledge and skills that are developed through training and education directly related to client and employer needs (C1.2).</p>	<p>What jobs are available in tourism and what are the roles and responsibilities of these positions?</p>	<ul style="list-style-type: none"> <li>• the range of employment and career opportunities in tourism</li> <li>• job descriptions, responsibilities, conditions and awards</li> </ul>
	<p>How can an individual gain employment in tourism?</p>	<ul style="list-style-type: none"> <li>• career paths: <ul style="list-style-type: none"> <li>– on-the-job training</li> <li>– tourism education and training opportunities</li> </ul> </li> <li>• job application processes: <ul style="list-style-type: none"> <li>– resume, selection criteria, cover letters</li> <li>– types of applications, e.g. online, onsite</li> </ul> </li> <li>• interview skills</li> </ul>
	<p>What personal skills are essential to enhance an individual's employability in the tourism industry?</p>	<ul style="list-style-type: none"> <li>• the importance of effective communication and teamwork in providing quality customer service, e.g. dealing with difficult customers and solving problems</li> <li>• the importance of integrity and ethical behaviour in the tourism industry, e.g. management of client data, appropriate workplace conduct, safe work practices</li> <li>• planning and organisation of work, e.g. time management, critical thinking, adaptability, flexibility</li> <li>• appropriate dress and personal presentation</li> <li>• digital capabilities, e.g. using word-processing, spreadsheet and presentation software, ticketing and reservation systems, database entry and web-based applications such as blogs</li> </ul>

## 2.1.2 Core topic 2: The travel experience

Focus		
Travel involves the movement by people to selected destinations. This topic focuses on the reasons why people travel, as well as the importance of understanding the place, culture, laws and documents needed.		
Concepts and ideas	Knowledge, understanding and skills	
Travelling	Inquiry questions	Subject matter
Tourists travel for a variety of reasons and purposes to a variety of destinations (C2.1).	What motivates people to travel?	<ul style="list-style-type: none"> <li>• purposes of travel:               <ul style="list-style-type: none"> <li>– personal, e.g. leisure, special events, medical, religious, visiting family and friends</li> <li>– business and professional, e.g. attending meetings, conferences or congresses, trade fairs and exhibitions, touring, giving lectures</li> </ul> </li> <li>• physical factors, e.g. time available, climate</li> <li>• economic factors, e.g. budget, exchange rate, value for money</li> <li>• advertising and marketing, e.g. word of mouth, online reviews, media campaigns</li> <li>• social trends</li> <li>• using statistical profiles of tourists to identify factors, e.g. place of origin, wealth, demographic profiles, activities undertaken, expenditure</li> </ul>
	Where do people travel?	<ul style="list-style-type: none"> <li>• tourism geography (knowledge of place and geographical features)</li> <li>• movement of travellers:               <ul style="list-style-type: none"> <li>– domestic</li> <li>– international (inbound, outbound)</li> </ul> </li> <li>• tourism hotspots and trends such as:               <ul style="list-style-type: none"> <li>– adventure tourism and other niche markets such as wine and food</li> <li>– established and emerging tourism destinations</li> <li>– catering for culturally diverse inbound travellers considering factors such as hosts, communication, diet, customs, managing perceptions, e.g. Tourism Australia's <i>China 2020 Strategic Plan</i></li> </ul> </li> <li>• relationship between destinations and forms of tourism, e.g. Northern Territory and cultural tourism, New Zealand and adventure tourism, Fraser Island and nature tourism</li> <li>• events that can lead to changed demands in the tourism industry, e.g. World Cup, Olympics, World Expo, Commonwealth Games, Melbourne Cup</li> <li>• tourism data, graphs and maps</li> <li>• statistical profiles of tourists such as movements, length of stay, popular destinations, activities undertaken and expenditure</li> </ul>

<p><b>Travel preparation</b> Tourists should have knowledge of place, culture, laws and required documents before travelling (C2.2).</p>	<p>What destination information would benefit a tourist prior to travel?</p>	<ul style="list-style-type: none"> <li>• factors influencing travel decisions: <ul style="list-style-type: none"> <li>– time zones</li> <li>– geographical information and maps</li> <li>– climate</li> <li>– attractions</li> <li>– transport systems</li> <li>– accommodation types</li> <li>– organised tours</li> <li>– independent travel</li> <li>– currency</li> <li>– phone and internet access</li> <li>– travel apps</li> <li>– health and safety, e.g. immunisations and travel advisories</li> <li>– local laws, rules and customs, and sensitivity to cultural differences, e.g. appropriate behaviour and clothing</li> </ul> </li> </ul>
	<p>What are the elements of smart travel?</p>	<ul style="list-style-type: none"> <li>• documentation requirements for overseas travel, e.g. passports, visas, travel insurance, international driver's licence</li> <li>• safe travel practices: <ul style="list-style-type: none"> <li>– before departure, e.g. travel advice, registering travel and contact details, travel insurance</li> <li>– during journey, e.g. accredited transportation and tour options, familiarisation with local laws and customs, unattended bags, avoiding potentially unsafe areas or situations</li> </ul> </li> </ul>
	<p>How to find and use tourism information?</p>	<ul style="list-style-type: none"> <li>• range of data and information sources: <ul style="list-style-type: none"> <li>– government websites, e.g. Tourism and Events Queensland, Bureau of Meteorology, Smartraveller</li> <li>– independent websites, e.g. TripAdvisor, Lonely Planet, travel blogs, social media and booking sites such as Expedia</li> <li>– multimedia, e.g. travel TV shows or documentaries</li> <li>– smartphone use and travel apps, e.g. Triplt, FlightTrack, XE Currency</li> <li>– human resources, e.g. travel agencies, family and friends, information centres, industry personnel and networking, personal observations and experience</li> <li>– tourism-specific publications, e.g. Lonely Planet guides and other travel books, brochures, tourist maps and in-flight magazines</li> </ul> </li> </ul>

## 2.1.3 Core topic 3: Sustainable tourism

Focus		
<p>Tourism is influenced by greater societal trends and events and incorporates complex economic, socio-cultural and environmental impacts and interactions. This topic focuses on the direct and indirect impacts tourism has on many aspects of people's lives and on the environment. Students need to consider how tourism responds to challenges and opportunities, and acknowledge that sustainable management of tourism is central to this subject.</p>		
Concepts and ideas	Knowledge, understanding and skills	
The impacts of tourism Tourism activities have environmental, socio-cultural and economic impacts (C3.1).	Inquiry questions	Subject matter
	What are the impacts of tourism on the environment?	<ul style="list-style-type: none"> <li>• tourism can cause positive change through:               <ul style="list-style-type: none"> <li>– consumer demand, e.g. ecotourism</li> <li>– the development of education and information centres</li> <li>– conservation and preservation of natural resources</li> </ul> </li> <li>• tourism can cause negative change through:               <ul style="list-style-type: none"> <li>– increased demands for garbage and waste disposal</li> <li>– increased pressure on habitats and biodiversity, which affects extinction patterns, and the introduction of non-native species</li> <li>– use of fossil fuels</li> </ul> </li> </ul>
	What are the impacts of tourism on host communities?	<ul style="list-style-type: none"> <li>• tourism can have positive socio-cultural effects through:               <ul style="list-style-type: none"> <li>– promotion of cultural understanding and tolerance</li> <li>– civic involvement and local pride in a destination and cultural traditions</li> <li>– improved quality of life through development of facilities, transport and services for residents</li> <li>– internationally sanctioned agreements that attempt to ensure people are not discriminated against</li> <li>– local job creation</li> </ul> </li> <li>• tourism can have negative socio-cultural effects through:               <ul style="list-style-type: none"> <li>– change or loss of indigenous identity and values</li> <li>– the impact on traditional lifestyles and erosion of cultural heritage, e.g. commodification, standardisation, staged authenticity and adaptation to tourist demands</li> <li>– clashes taking place as a result of differences in culture, ethnicity, religion, values, lifestyles, languages and levels of prosperity</li> <li>– the growth of mass tourism, which can be accompanied by ethical issues such as increased crime and low-wage or child labour</li> </ul> </li> </ul>
	How does tourism contribute to the economy?	<ul style="list-style-type: none"> <li>• economic benefits of tourism</li> <li>• sources of economic benefits, e.g. foreign currency earnings, employment GDP, gross value added, tourist consumption, tourism employment</li> <li>• contribution to Australia's total export earnings, e.g. ABS reports, interpreting graphs and statistical data</li> <li>• tourism expenditure (domestic, inbound and outbound)</li> <li>• aspects of tourism consumption, e.g. transportation, takeaway and restaurant meals, shopping, gifts and</li> </ul>

		<ul style="list-style-type: none"> <li>souvenirs, fuel</li> <li>gross value adding industries, e.g. accommodation, air, water and other transport, cafes, restaurants, takeaway food outlets</li> <li>opportunities for business and job creation</li> <li>economic costs of tourism</li> <li>hidden costs to tourism that can have unfavourable economic effects on the host community: <ul style="list-style-type: none"> <li>leakage</li> <li>infrastructure costs</li> <li>increase in prices for basic goods and services</li> <li>economic dependence on tourism</li> <li>seasonal jobs</li> </ul> </li> </ul>
<p><b>Sustainability in tourism</b> The tourism industry must be flexible and adaptive to change to ensure it remains a sustainable industry (C3.2).</p>	<p>What are major current global, national and/or local issues for tourism?</p>	<ul style="list-style-type: none"> <li>sources of data and information related to the industry, e.g. ABS, DestinationQ, Tourism and Events Queensland, world tourism data, Tourism Research Australia (TRA), International Visitor Survey (IVS), National Visitor Survey (NVS), Regional Tourism Activity Monitor (RTAM), Department of Tourism</li> <li>global, national and local issues such as communications, security and safety, health, weather, climate and response to disasters</li> <li>DestinationQ megatrends</li> <li>stakeholder perspectives when considering tourism issues and implications</li> <li>ethical frameworks for investigating and resolving tourism issues</li> </ul>
	<p>What is sustainable tourism?</p>	<ul style="list-style-type: none"> <li>sustainable tourism products and practices</li> <li>common concepts associated with sustainable tourism, e.g. corporate social responsibility, green tourism, the carbon footprint, impact assessment, responsible tourism</li> <li>cost-benefit analysis of sustainable tourism products and practices</li> <li>new forms of tourism such as ecotourism, ethical consumerism, culture tourism and nature tourism</li> <li>case studies that demonstrate approaches to managing socio-cultural, environmental or economic sustainability</li> </ul>
	<p>How has tourism responded to sustainability needs?</p>	<ul style="list-style-type: none"> <li>sustainable management strategies, e.g. tourism certification, eco-labelling, eco-costs (levied as charges and taxes)</li> <li>measures for mitigating the impacts of tourism supply, demand, planning and development, e.g. regulatory pressure</li> <li>environmental management, e.g. water- and energy-saving measures, waste minimisation, use of environmentally friendly material, green advertising/marketing guidelines, green events and business events</li> <li>conditions necessary for sustainable tourism, e.g. the involvement of local communities in tourism development and operation is an important condition for sustainable tourism</li> </ul>

	<p>How can tourism respond to future issues and concerns to ensure a sustainable industry?</p>	<ul style="list-style-type: none"> <li>• future trends and boom areas for the tourism industry: <ul style="list-style-type: none"> <li>– strategies in Australia that focus on future trends such as Tourism 2020, National Long-Term Tourism Strategy (NLTTTS), UNWTO/Tourism Australia Report</li> </ul> </li> <li>• the holistic approach to tourism development, e.g. connectivity between sectors, levels of government and the consumer</li> <li>• goals of holistic approach: <ul style="list-style-type: none"> <li>– the professional sector (information about the direct and indirect impacts of tourism on business, global and local issues, and good practices in the area)</li> <li>– at all levels of government (increasing mutual understanding and cooperation between relevant departments, joint and innovative approaches for dealing with tourism issues)</li> <li>– communicating with the academic sector (responsible for training and research on issues regarding sustainable tourism)</li> </ul> </li> <li>• processes behind the holistic approach: <ul style="list-style-type: none"> <li>– the use of tourism statistics for designing marketing, management and monitoring strategies</li> <li>– criteria for judging efficiency and effectiveness of decision-making processes</li> <li>– evaluating the efficiency and effectiveness of current management decisions</li> </ul> </li> <li>• strategies for the communication of findings and areas for future research, e.g. marketing strategies, laws, legislation and policies, integrated management and education</li> </ul>
--	--	--

## 2.2 Electives

The modules of work are planned around electives. Schools draw on contexts provided in this section, taking into account local conditions such as the human and physical resource constraints of the school and the local community. Modules of work are developed through local, national and global perspectives, with all three addressed by the completion of the four-unit course of study. The electives for this course are described below.

### 2.2.1 Technology and tourism

This elective focuses on technological developments, the current impact of such developments on the tourism industry and the impact further technological advances will engender. It may cover matters such as the benefits of technology on industry structures, globalisation and the immediate and long-term changes to the nature of work, such as changes in operational requirements of job roles and responsibilities. It may also examine greater consumer choice, potential information overload for consumers who have unprecedented access to data and information, the use of social media and risks associated with the use of technology.

### 2.2.2 Forms of tourism

Tourists travel for a variety of reasons. This elective concentrates on the forms of tourism established from these reasons such as culture tourism, event tourism, ecotourism, adventure tourism, gastronomy tourism and health tourism. Depending on the topic focus, this could include investigating industry structures and employment options, the experiences offered to a tourist and the opportunities and issues prevalent within a specific tourism form.

### 2.2.3 Tourist destinations and attractions

Destinations and attractions are fundamental to the tourism industry and are often central to consumer decision-making. Attractions can be specific places containing natural locations or features, objects or other places that have a special appeal to tourists and local residents such as significant architecture, art galleries, entertainment venues, Aboriginal or Torres Strait Islander cultural festivals and sporting events. The topic focus will determine the core areas that are addressed. It may cover aspects such as specific employment opportunities, ownership and management structures, target markets, trends and issues, accessibility and the socio-cultural, environmental and/or economic impact of visitors on the local area.

### 2.2.4 Tourism marketing

This elective explores past and current tourism marketing campaigns that have successfully attracted people to tourism sites, products and services. Current events, marketing barriers and tools, specific employment opportunities, target populations and the influence of technology may be studied.

### 2.2.5 Types of tourism

Types of tourism are directly related to the movement of tourists, i.e. domestic and international inbound and outbound tourism. This elective focuses on industry structures, current and future trends and prevalent issues and opportunities within each type of tourism.

### 2.2.6 Tourism client groups

A tourist can be defined as a person who makes a tour away from home for leisure, business or other purposes for more than a day but less than a year. Identifying who this person is and why they are travelling can help establish the demographic to which this traveller belongs. Examples of demographics include backpacker, first-time traveller, grey nomad, family, independent traveller and business traveller. Understanding the client group is integral to delivering the desired travel experience.

# 3 Assessment

## 3.1 Assessment — general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

### 3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further information can be found in the QCE and QCIA policy and procedures handbook.

### 3.1.2 Authentication of student work

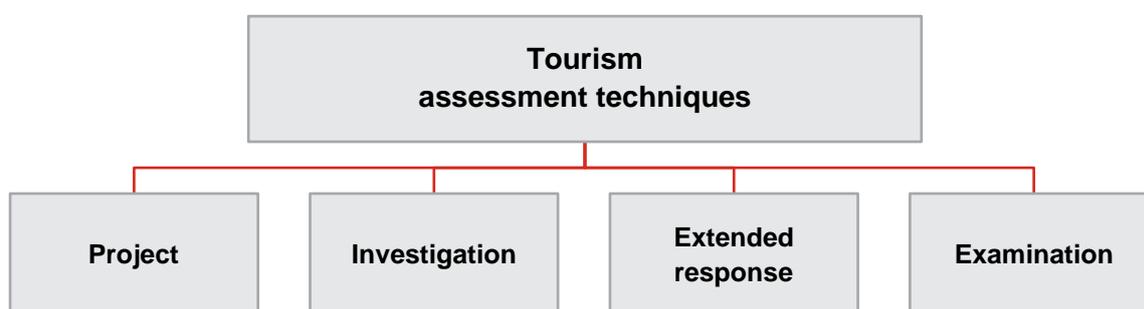
Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own. Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

## 3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 4: Tourism assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

### Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct or indirect. Examples of direct evidence include student responses to assessment instruments or digital recordings of student performances. Examples of indirect evidence include student notes, teacher observation recording sheets or photographic evidence of the process.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

## **Conditions of assessment**

Over a four-unit course of study, students are required to complete assessment under a range of conditions (see Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly on assessment instruments and reflect the conditions stated for each technique. Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

## **Assessment of group work**

When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

## 3.2.1 Project

### Purpose

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic opportunities to demonstrate their learning. The student response will consist of a collection of **at least two** assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

### Types of projects

A project occurs over a set period of time. Students may use class time and their own time to develop a response.

A project consists of **at least two** different assessable components from the following:

- written
- spoken
- multimodal
- product and performance.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

**Note:** Spoken delivery of a written component, or a transcript of a spoken component (whether written, electronic or digital), constitutes one component, not two.

Examples of projects in Tourism include:

- travel expo — developing a site presentation (spoken or multimodal) for a specific overseas tourist destination and the associated promotional material (written)
- comparing the marketing strategies used by different states to attract inbound travellers; choose one state and develop a presentation (multimodal) suggesting ways to improve these strategies and justify suggestions with a consumer research report (written)
- designing a presentation (multimodal) about the sustainability practices of an Aboriginal or Torres Strait Islander cultural and heritage location to be shown to visitors on arrival; producing a brochure (written) to accompany the presentation that informs visitors about the area, contains a summary of sustainable practices undertaken in the area and explains how visitors can minimise harmful environmental and socio-cultural impacts.

### Written component

This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, data, tables, flowcharts or diagrams.

Examples include:

- articles for magazines or journals
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. of a sustainable tourism product
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references
- travel blogs
- promotional material, e.g. brochure, magazine advertisement, radio/podcast script
- folio (employment, travel).

### Spoken component

This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars (travel expo)
- role-play (tour guide, job interview, customer service, travel agent).

### Multimodal component

This component requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose.

The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

The multimodal component can be a presentation or non-presentation. Examples of presentations include delivery of a slide show, short video clip or webinar. An example of a non-presentation is a webpage with embedded media (graphics, images, audio or video).

A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component.

### Product and performance component

This component refers to the physical demonstration of products and services required in a tourism context. The product and performance component involves the application of a range of cognitive, technical, physical and/or creative/expressive skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent. Examples include:

- demonstrations of a given or student-designed procedure for a tourism activity
- organising and delivering presentation tasks, e.g. segments at a tourism marketing expo, running a trade display
- practical demonstrations in a simulated or real workplace.

Assessment conditions	Units 1–2	Units 3–4
Written component	400–700 words	500–900 words
Spoken component	1½ – 3½ minutes	2½ – 3½ minutes
Multimodal component <ul style="list-style-type: none"> <li>• non-presentation</li> <li>• presentation</li> </ul>	6 A4 pages max (or equivalent) 2–4 minutes	8 A4 pages max (or equivalent) 3–6 minutes
Product and performance component	Schools provide students with some continuous class time to develop the product and performance component of the project.	

## Further guidance

When implementing assessment instruments for the project technique, teachers:

- define for students or work with students to define the task, situation or scenario, and purpose for the project; all components of the project must clearly relate to this single task, situation or scenario
- establish the required length of student responses within the assessment conditions (see above); the required length of student responses should be considered in the context of the tasks — longer is not necessarily better; word lengths and time limits are given as guides
- clearly indicate the dimensions and objectives that will be assessed and explain to students the requirements of the task, including instrument-specific standards
- teach the objectives, knowledge, understanding and skills students need to complete all components of the project
- teach the requirements for each component of the project, e.g. diagrams, report-writing, equipment use, research processes, referencing
- allow some continuous class time for students to work towards completing each component of the project; independent student time may also be required to complete the response
- implement strategies to promote authentication of student work, e.g. note-taking, journals or logs, drafting, research checklists, referencing, teacher observation sheets
- consult, negotiate and provide feedback while students are developing their response to the project, e.g. provide guidance about the purpose of the project and monitor the progress of student work.

## 3.2.2 Investigation

### Purpose

This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Tourism, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in lifelike contexts.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

### Types of investigations and responses

An investigation occurs over a set period of time. Students may use class time and their own time to develop a response. In this assessment technique, students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research.

Examples of investigations in Tourism include:

- investigating inbound traveller data, e.g. country of residence, age, reasons for travel and length of stay, to compile a report identifying trends that influence current and future tourism operations
- developing a travel itinerary for an overseas student visiting a local area for three weeks within a set budget
- a persuasive essay or debate about ecotourism as a viable global tourism alternative
- investigating the advancements in technology and its use by a local tourism operator
- an amusement park feasibility study.

### Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flowcharts or diagrams.

Examples include:

- articles for magazines or journals
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. literature, film
- letters to the editor
- travel itinerary with budget and justification for decisions
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references.

### Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

## Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response.

Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

The multimodal response can be a presentation or non-presentation. Examples of presentations include delivery of a slide show, a short video clip or webinar. An example of a non-presentation is a webpage with embedded media (graphics, images, audio or video).

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal <ul style="list-style-type: none"><li>• non-presentation</li><li>• presentation</li></ul>	8 A4 pages max (or equivalent) 3–5 minutes	10 A4 pages max (or equivalent) 4–7 minutes

## Further guidance

- Establish a focus for the investigation, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake each part of the investigation assessment. Independent student time will be required to complete the task.
- The required length of student responses should be considered in the context of the tasks — longer is not necessarily better.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals or experimental logs, drafting, research checklists, referencing and/or teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment is requiring. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research, e.g. research report structures, referencing conventions.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.

### 3.2.3 Extended response

#### Purpose

This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.

#### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

#### Types of extended response

An extended response occurs over a set period of time. Students may use class time and their own time to develop a response. Students respond to a question or statement about the provided stimulus materials.

Stimulus material could include case studies, financial accounts, images, media articles, quotes, statistics, primary data and secondary sources.

#### Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flowcharts or diagrams.

Examples include:

- articles for magazines or journals
- essays, e.g. analytical, persuasive/argumentative, informative
- reviews, e.g. tourism products or services
- letters to the editor
- reports, which will normally be presented with section headings, and may include tables, graphs and/or diagrams, and analysis of data supported by references.

#### Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

## Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response.

Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

The multimodal response can be a presentation or non-presentation. Examples of presentations include delivery of a slide show, a short video clip, or webinar. An example of a non-presentation is a webpage with embedded media (graphics, images, audio or video).

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal <ul style="list-style-type: none"><li>• non-presentation</li><li>• presentation</li></ul>	8 A4 pages max (or equivalent) 3–5 minutes	10 A4 pages max (or equivalent) 4–7 minutes

## Further guidance

An extended response usually requires students to make some form of decision regarding a question or issue raised in the stimulus. They will support the decision with logical argument. The response may be supported by appropriate tables of data, diagrams and flowcharts.

When implementing assessment instruments for the extended response to stimulus technique, teachers:

- provide stimulus for students and establish a focus for the extended response, or work with students to select suitable stimulus and/or develop a focus for the response
- establish the required length of student responses within the assessment conditions (see above); the required length of student responses should be considered in the context of the tasks — longer is not necessarily better; words lengths and time limits are given as guides
- clearly indicate the dimensions and objectives that will be assessed and explain to students the requirements of the task, including instrument-specific standards
- teach the objectives, knowledge, understanding and skills students need to complete the extended response
- teach the written, spoken or multimodal form/s required for student responses, e.g. report, presentation, seminar
- allow some continuous class time for students to work towards completing each component of the project; independent student time may also be required to complete the response
- implement strategies to promote authentication of student work, e.g. note-taking, journals, logs, drafting, research checklists, referencing, teacher observation sheets
- consult, negotiate and provide feedback while students are developing their extended response, e.g. provide guidance about ethical matters and monitor the progress of student work.

## 3.2.4 Examination

### Purpose

This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating.

Not every objective from each dimension needs to be assessed.

### Type of examination

#### Short response test

- Short response tests typically consist of a number of items that may include students responding to some or all of the following activities:
  - drawing, labelling or interpreting equipment, graphs, tables or diagrams
  - short items requiring multiple-choice, single-word, sentence or short paragraph responses
  - calculating using algorithms
  - responding to seen or unseen stimulus materials
  - interpreting ideas and information.
- Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity.
- Questions, scenarios and problems are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used and may be seen or unseen.
- Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.

Assessment conditions	Units 1–2	Units 3–4
Recommended duration	60–90 minutes	60–90 minutes
Short response test	50–150 words per item (diagrams and workings not included in word count)	50–250 words per item (diagrams and workings not included in word count)

### Further guidance

- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment.
- Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.

## 3.3 Exiting a course of study

### 3.3.1 Folio requirements

A folio is a collection of one student's responses to the assessment instruments on which exit are based. The folio is updated when earlier assessment responses are replaced with later evidence that is more representative of student achievement.

### 3.3.2 Exit folios

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Each folio must include:

- four assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- at least three different assessment techniques, including:
  - one project
  - one examination
- no more than two assessments from each technique
- a student profile completed to date.

### 3.3.3 Exit standards

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Planning and evaluating.

Each dimension must be assessed in each unit and each dimension is to make an equal contribution to the determination of exit results.

### 3.3.4 Determining an exit result

When students exit the course of study, the school is required to award each student an A—E exit result.

Exit results are summative judgments made when students exit the course of study. For most students this will be after four units. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four units, judgments are made based on the evidence of achievement to that stage of the course of study.

## Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student's responses match the standards descriptors in each dimension. This means that it is not necessary for the student's responses to have been matched to every descriptor for a particular standard in each dimension.

## Awarding an exit result

When standards have been determined in each of the dimensions for this subject, Table 2 below is used to award an exit result, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each result.

**Table 2: Awarding exit results**

Exit result	Minimum combination of standards
<b>A</b>	Standard A in any two dimensions and no less than a B in the remaining dimension
<b>B</b>	Standard B in any two dimensions and no less than a C in the remaining dimension
<b>C</b>	Standard C in any two dimensions and no less than a D in the remaining dimension
<b>D</b>	At least Standard D in any two dimensions and an E in the remaining dimension
<b>E</b>	Standard E in the three dimensions

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

### 3.3.5 Standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Knowing and understanding</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>comprehensive recollection of terminology associated with tourism and the tourism industry</li> <li>comprehensive description and explanation of a wide range tourism concepts and information</li> <li>considered explanation of tourism issues or opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>detailed recollection of terminology associated with tourism and the tourism industry</li> <li>detailed description and explanation of tourism concepts and information</li> <li>detailed explanation of tourism issues or opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>recollection of terminology associated with tourism and the tourism industry</li> <li>description and explanation of tourism concepts and information</li> <li>identification and explanation of tourism issues or opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>recollection of basic terminology associated with tourism and the tourism industry</li> <li>simple description and partial explanation of tourism concepts and information</li> <li>identification of basic tourism issues or opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>minimal recollection of basic terminology associated with tourism and the tourism industry</li> <li>superficial description of tourism concepts and information</li> <li>minimal identification of basic tourism issues or opportunities.</li> </ul>
<b>Analysing and applying</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>comprehensive analysis of tourism issues and opportunities</li> <li>considered application of tourism concepts and information from a local, national and global level</li> <li>clear and coherent communication of meaning and information precisely using language conventions and features relevant to tourism contexts.</li> </ul>	<ul style="list-style-type: none"> <li>detailed analysis of tourism issues and opportunities</li> <li>effective application of tourism concepts and information from a local, national and global level</li> <li>effective communication of meaning and information appropriately using language conventions and features relevant to tourism contexts.</li> </ul>	<ul style="list-style-type: none"> <li>analysis of tourism issues and opportunities</li> <li>application of tourism concepts and information from a local, national and global level</li> <li>communication of meaning and information using language conventions and features relevant to tourism contexts.</li> </ul>	<ul style="list-style-type: none"> <li>partial analysis of basic tourism issues and opportunities</li> <li>simple application of aspects of tourism concepts and information</li> <li>communication of information using basic language conventions and features.</li> </ul>	<ul style="list-style-type: none"> <li>statements about tourism issues and opportunities</li> <li>statements of personal opinion about tourism concepts</li> <li>disjointed use of language conventions and features.</li> </ul>

<b>Planning and evaluating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• generation of considered plans based on consumer and industry needs</li> <li>• informed evaluation of concepts and information within tourism and the tourism industry</li> <li>• draws reasoned conclusions and makes justified recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• generation of detailed plans based on consumer and industry needs</li> <li>• reasoned evaluation of concepts and information within tourism and the tourism industry</li> <li>• draw valid conclusions and makes informed recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• generation of plans based on consumer and industry needs</li> <li>• evaluation of concepts and information within tourism and the tourism industry</li> <li>• draws conclusions and makes recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• generation of basic plans</li> <li>• partial evaluation of basic concepts and information within tourism and the tourism industry</li> <li>• draws simple conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• superficial statements about aspects of plans</li> <li>• superficial statements about basic concepts and information within tourism and the tourism industry</li> <li>• statements of personal opinion.</li> </ul>

## 4 Glossary

Term	Explanation
<b>A</b>	
<b>adventure tourism</b>	a form of tourism in natural areas that incorporates an element of risk, higher levels of physical exertion and the need for specialised skills
<b>analyse; analysis</b>	consider in detail for the purposes of finding meaning or relationships and identifying patterns, similarities and differences; in Tourism this may be comparing the structures within organisations, tourism issues and opportunities, reasons tourists travel and travel destinations
<b>apply; application</b>	use, utilise or employ in a particular situation
<b>appropriate; appropriately</b>	fitting, suitable to the context
<b>aspects</b>	components, elements
<b>attraction</b>	natural or built features or activities that offer specific interest to tourists
<b>B</b>	
<b>backpacker</b>	a visitor who travels for the purpose of a holiday or special event and stays in a backpacker lodge or hostel
<b>basic</b>	essential or elementary
<b>biodiversity</b>	the biological diversity in an environment as indicated by the number of different species of plant and animals
<b>business traveller</b>	a visitor who travels for commercial rather than leisure purposes (sometimes referred to as MICE — meetings, incentives, conferences and exhibitions)
<b>C</b>	
<b>carbon footprint</b>	the amount of carbon dioxide or other carbon compounds emitted into the atmosphere by the activities of an individual, company, country, etc.
<b>clear</b>	easy to understand; explicit; without ambiguity
<b>client</b>	see customer
<b>coherent</b>	well-structured and logical; internally consistent relation of parts
<b>communicate; communication</b>	convey knowledge and/or understandings to others
<b>comprehensive</b>	thorough, including all that is relevant
<b>considered</b>	formed after careful or deliberate thought
<b>corporate social responsibility</b>	commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of the workforce, their families, the local community and society at large
<b>cultural resources</b>	resources that include a people's way of life, traditions, food, villages, customs and crafts

Term	Explanation
<b>culture</b>	the set of beliefs, customs, practices and ways of thinking a group of people have come to share with each other through being and working together; a set of assumptions people simply accept without question as they interact with each other; at the visible level, the culture of a group of people takes the form of ritual behaviour, symbols, myths, stories, sounds and artefacts
<b>culture tourism</b>	travel for the purpose of learning about cultures or aspects of cultures
<b>customer</b>	a person who pays for goods and services; also referred to as a client
<b>D</b>	
<b>demographics</b>	the statistical study of characteristics of human populations; identifies groups of people in categories such as age, gender, family size, income, occupation, education and marital status, for the purpose of market segmentation
<b>describe; description</b>	giving an account of characteristics or features; in Tourism this may include employment descriptions, organisational roles and responsibilities, the reasons why people travel and the impacts of tourism on the community at different levels
<b>destination</b>	the main destination of a tourism trip; the place visited that is central to the decision to take the trip
<b>detailed</b>	meticulous; including many of the parts
<b>disjointed</b>	lacking coherence or connection
<b>domestic tourism</b>	the activities of a resident visitor travelling to a place outside their usual environment, but within their country of reference, either as part of a domestic tourism trip or an outbound tourism trip, for at least one night but not more than six months
<b>duty of care</b>	the legal and moral obligation one person has for the safety and wellbeing of another
<b>E</b>	
<b>ecotour</b>	a small-scale, low-impact, nature-based tour used as a learning experience
<b>ecotourism</b>	nature-based, ecologically sustainable tourism with a primary focus on experiencing natural areas that foster environmental and cultural understanding, appreciation and conservation; sometimes referred to as 'green tourism'
<b>effective</b>	meeting the assigned purpose
<b>evaluate; evaluation</b>	assign merit according to criteria; examine and judge the merit, significance or value of something; in Tourism this could include reviewing the ecotourism rating system or assessing the socio-cultural impact of an established or proposed tourist development
<b>explain; explanation</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>F</b>	
<b>familiarisation trips</b>	free trips offered by airlines and/or other tourism providers to travel agents to sample the products offered by those companies

Term	Explanation
<b>G</b>	
<b>generate; generation</b>	produce or create; come up with an alternative; in Tourism this could include planning an activity or itinerary to meet specific requirements/needs
<b>globalisation</b>	the network of connections of organisations and peoples across national, geographical and cultural borders and boundaries; where an organisation's interests are spread throughout the world and are configured so as to compete, and respond to differing customer requirements, across many different national cultures and local cultures
<b>grey nomad</b>	a person over 55 who is retired or semi-retired and spending an extended period travelling for leisure
<b>I</b>	
<b>identify; identification</b>	establish or indicate who or what someone or something is; in Tourism this can include indicating tourism issues or opportunities within various contexts and socio-cultural, environmental and economic aspects at local, national or global levels
<b>impact assessment</b>	a process of reviewing and evaluating the impact of any activity, such as construction of tourist facilities (hotels, lodges, public beaches, highways, etc.), on the environment, culture or economy
<b>impacts</b>	economic, socio-cultural and environmental effects, which may be either positive or negative, felt as a result of tourism-associated activity
<b>inbound</b>	activities of a non-resident visitor within the country of reference on an inbound tourism trip; international tourist traffic coming into a country (also referred to as 'export tourism')
<b>incentives</b>	rewards offered to staff for reaching certain sales goals or targets
<b>informed</b>	having relevant knowledge; being conversant with the topic
<b>international</b>	any person who visits a country that is not their place of residence, for less than 12 months, for any purpose other than an occupation remunerated from within the country visited
<b>itinerary</b>	detailed description of a traveller's journey, including information related to travel, accommodation and other pre-arranged activities
<b>J</b>	
<b>justify; justified</b>	provide sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true
<b>L</b>	
<b>leisure tourism</b>	travel undertaken for pleasure and unrelated to paid work time
<b>limited</b>	confined within limits; restricted, circumscribed or narrow
<b>M</b>	
<b>market segmentation</b>	separating a market into distinct groups or categories according to their specific characteristics, needs and wants
<b>minimal</b>	small; the least amount; negligible

Term	Explanation
<b>module of work</b>	<p>a module of work provides effective teaching strategies and learning experiences that facilitate students' demonstration of the dimensions and objectives as described in the syllabus</p> <p>A module of work:</p> <ul style="list-style-type: none"> <li>• draws from relevant aspects of the underpinning factors</li> <li>• identifies relevant concepts and ideas, and associated subject matter from the core topics</li> <li>• provides an alignment between core subject matter, learning experiences and assessment.</li> </ul>
<b>multiplier effect</b>	the flow of spending through the community as a result of tourism activities
<b>N</b>	
<b>natural attraction</b>	a tourist attraction that has not been made or created by people
<b>O</b>	
<b>outbound</b>	activities of a resident visitor outside the country of reference, either as part of an outbound tourism trip or as part of a domestic tourism trip, for less than 12 months
<b>P</b>	
<b>package holiday</b>	usually an inclusive holiday, booked in advance, which can include some or all of the components of the trip such as transportation, accommodation, some or all meals and sightseeing tours or activities at the place of destination (for one all-inclusive price)
<b>partial</b>	attempted, with evidence provided, but incomplete
<b>precise; precisely</b>	characterised by definite or exact expression or execution
<b>Q</b>	
<b>qualitative research</b>	research comprising in-depth, open-ended responses that allows respondents to put answers in their own words; this type of research can provide detailed insights, however, results cannot be presented numerically
<b>quantitative research</b>	research comprising structured questions that provides uniform results that are representative of the desired population; this type of research allows for a large number of people to be surveyed cost-effectively and is valuable for the production of general information such as market profiling; considered more robust than qualitative research for business planning and financial feasibility assessments
<b>R</b>	
<b>reasoned</b>	logical and sound; presented with justification
<b>recall</b>	retrieving relevant knowledge from long-term memory; this may include defining terms such as 'tourism' and 'tourists', and concepts such as 'sustainability', 'cultural awareness' and 'government and industry organisations'
<b>recommend; recommendation</b>	make a suggestion or proposal as to the best course of action; in Tourism this could be proposing a procedure for new developments to minimise negative impacts on people and place
<b>relevant</b>	applicable and pertinent; has direct bearing on

Term	Explanation
<b>responsible tourism</b>	minimises negative social, economic and environmental impacts; generates greater economic benefits for local people and enhances the wellbeing of host communities; improves working conditions and access to the industry
<b>S</b>	
<b>simple</b>	involving few elements, components or steps; obvious data or outcomes
<b>stakeholders</b>	any group or individual who can affect, or is affected by, the achievement of an organisation's objectives; are considered, consulted and potentially involved in decision-making and developing policy, strategy and initiatives
<b>statement</b>	a sentence or assertion
<b>superficial</b>	apparent and sometimes trivial
<b>sustainable tourism</b>	tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities; envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity and life support systems
<b>T</b>	
<b>target market</b>	the category or group of people with characteristics and buying habits that an organisation wants to attract and, as such, will aim its marketing efforts and products and/or services at that group
<b>tourism</b>	the activities of persons travelling to and staying in places outside their usual environment, for not more than one year, for leisure, business and other purposes
<b>tourism geography</b>	the knowledge of countries, regions, major cities, gateways, famous icons, monuments, building structures and geographical features such as rivers, seas, mountains, deserts and time zones
<b>tourism profile</b>	an outline of relevant information about tourists or tourism destinations, such as a record of a customer's personal details and spending history with a business; statistics related to a tourism destination, including weather and climate, the type of traveller, average number of visitors and top activities undertaken
<b>tourism sector</b>	the different industries within tourism that provide goods and services demanded by visitors, e.g. accommodation, food and beverages, theme parks and attractions, transport; such industries are called tourism industries because visitor acquisition represents such a significant share of their supply that, in the absence of visitors, their production of these would cease to exist in meaningful quantity
<b>tour wholesaler</b>	a company that purchases tourism products from different suppliers and packages them for sale to consumers, either directly or through travel agents
<b>tourist</b>	a person travelling to and staying in places outside their usual environment, for not more than one year, for leisure, business and other purposes
<b>trip</b>	a journey that requires a stay away from home, being at least 40 kilometres in distance and at least 24 hours' duration, but not for more than three months

Term	Explanation
<b>triple bottom line reporting</b>	a concept that incorporates socio-cultural, environmental and financial accountability into business reporting; an expansion of the traditional decision-making and reporting framework to take into account environmental and social performance in addition to financial performance; it is becoming an accepted approach for organisations to demonstrate they have strategies for sustainable growth
<b>types and forms of tourism</b>	'types' and 'forms' of tourism are often used interchangeably; for the purposes of this syllabus, they are described as outlined in the Electives (see Electives)
<b>U</b>	
<b>unit</b>	a unit is 55 hours of timetabled school time, including assessment. A course of study will usually be completed over four units (220 hours).
<b>V</b>	
<b>valid</b>	applicable, legitimate and defensible, able to be supported
<b>visa</b>	permission or authority granted by national governments to foreign nationals to travel to, enter and/or remain in their country for a period of time or indefinitely
<b>visitor</b>	any person taking a trip to a main destination outside their usual environment, for less than 12 months, for any main purpose (business, leisure or other personal purpose) other than to be employed by a resident entity in the country or place visited
<b>visitor services</b>	a sector of the tourism industry that is involved in attractions management (including special events); tourist information services; tourism agencies involved in destination marketing

ISBN: 978-1-74378-011-4

Tourism Applied Senior Syllabus 2019

© The State of Queensland (Queensland Curriculum & Assessment Authority) 2017

Queensland Curriculum & Assessment Authority

PO Box 307 Spring Hill QLD 4004 Australia

Level 7, 154 Melbourne Street, South Brisbane

Phone: +61 7 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)