

Tourism 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, 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 sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges 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 communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Explain tourism principles, concepts and practices.

Students explain principles, concepts and practices related to tourism and use relevant terminology.

2. Examine tourism data and information.

Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.

3. Apply tourism knowledge.

Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.

4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

2.3 Designing a course of study in Tourism

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Tourism is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives 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.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student demonstrates thorough explanations of principles, concepts and processes. They provide a comprehensive examination of data and information. There is application of knowledge to identify a range of challenges, decisions, impacts, opportunities, proposals, recommendations and strategies. The student shows insightful evaluation of the project. There is fluent communication in responses to specified audiences.
B
The student demonstrates detailed explanations of principles, concepts and processes. They provide an effective examination of data and information. There is application of knowledge to identify suitable challenges, decisions, impacts, opportunities, proposals, recommendations and strategies. The student shows effective evaluation of the project. There is effective communication in responses to specified audiences.
C
The student demonstrates simple explanations of principles, concepts and processes. They provide a fundamental examination of data and information. There is application of knowledge to identify relevant challenges, decisions, impacts, opportunities, proposals, recommendations and strategies. The student shows basic evaluation of the project. There is simple communication in responses to specified audiences.
D
The student demonstrates partial explanations of principles, concepts and processes. They provide an inconsistent examination of data and information. There is application of knowledge to identify few challenges, decisions, impacts, opportunities, proposals, recommendations and strategies. The student shows superficial evaluation of the project. There is disorganised communication in responses to specified audiences.
E
The student demonstrates minimal explanations of principles, concepts and processes. They provide an inaccurate examination of data and information. There is application of knowledge to identify limited challenges, decisions, impacts, opportunities, proposals, recommendations and strategies. The student shows irrelevant evaluation of the project. There is incoherent communication in responses to specified audiences.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Tourism and travel

In this unit, students consider the types of tourism, the reasons for travel and why people choose destinations. The factors that influence travel choices are referred to as push factors and pull factors. These factors influence both the choice of destination and the travel itinerary.

In this unit, students consider:

- push factors that are important in initiating the desire to travel, e.g. affluence, mobility, access to workplace entitlements, health and fitness, prestige, adventure, family visits, relaxation
- pull factors that influence the choice of a destination, e.g. cost, accessibility, types and range of attractions, facilities, level of service, level of risk, personal safety, influence of marketing, special occasions, and welcoming host population.

Students explore travel logistics and what is required when planning to travel to an international destination. To gain a deep understanding of travel requirements, students create a traveller information package that includes timing and costs, travel and accommodation details, tour and attraction experience, and insurance, safety and/or health advice, relevant to the selected destination for a client.

In this unit, students also consider the impacts of tourism on a specific destination. Impacts can be both positive and negative and result in both challenges and opportunities. Students choose a popular international tourist destination and investigate the impacts of tourism for that place.

3.1.1 Unit objectives

1. Explain principles, concepts and practices that influence consumer decisions about tourism and travel.
2. Examine data and information related to tourism and travel.
3. Apply knowledge to make decisions about tourism and travel.
4. Communicate responses.
5. Evaluate a project.

3.1.2 Subject matter

Principles, concepts and practices

- Explain
 - the reasons people choose to travel and the factors that influence travel choices, including push factors and pull factors
 - the difference between traveller-generating regions, tourist transit regions and tourist destinations.
 - the purpose of a travel itinerary and traveller information package, and its essential features, relevant to different locations, including
 - costs
 - timing
 - advice about travel and the destination, e.g. legal requirements for entry and behaviour, available consulate assistance
 - currency and currency exchange issues
 - medical and personal issues
 - insurance
 - the social, cultural, economic and environmental impacts of tourism.
- Apply knowledge to make decisions about tourism challenges and opportunities in a range of contexts.

Information

- Examine
 - data and information from a range of sources (e.g. government websites, tourism websites, travel blogs, travel promotional material) to identify popular international tourist destinations
 - tourism data and information for a selected popular international destination to identify an impact of tourism and decide whether it represents a challenge or opportunity for the destination, e.g. mass tourism in Venice; visa requirements in Bali.
- Select, examine and use
 - currency exchange and cost information, using banking websites and online calculators
 - timing information and adjustments between locations, including allowing for travel times and peak pricing using online booking calendars
 - information and data about flights, terms, conditions and/or insurance.

3.2 Unit option B: Tourism marketing

In this unit, students explore marketing principles, concepts and practices that are used by tourism businesses and organisations to promote their products to specific audiences.

Students develop an understanding of the promotional strategies that tourism businesses use to attract tourists to a specific destination. They use this knowledge to create a promotion for an Australian tourism destination.

Students also use their understanding of promotional strategies to evaluate the effectiveness of an existing marketing campaign for an Australian tourism product, considering competing businesses, locations, prices, products and promotional placement.

3.2.1 Unit objectives

1. Explain principles, concepts and practices related to tourism marketing.
2. Examine data and information related to tourism marketing.
3. Apply knowledge to make decisions about tourism marketing.
4. Communicate responses.
5. Evaluate a project.

3.2.2 Subject matter

Principles, concepts and practices

- Explain the
 - tourism market — consumers, suppliers, products and government tourism agencies
 - role of tourism marketing to create tourism demand
 - range of strategies employed by tourism businesses in a marketing campaign, including
 - types of marketing — advertising, public relations, promotions, celebrity endorsements
 - types of promotional products, e.g. advertorials, billboards, brochures, print, digital, blogs
 - difference between targeted marketing and mass marketing
 - importance of marketing placement (e.g. social media, television advertising, mail) to reach a target market
 - role of local, state and federal governments in tourism promotion
 - impact of competitors and complementary tourism products
 - the role of discounting or value-adding.
- Apply knowledge to make decisions about tourism marketing and promotion for tourism products, including whether the marketing strategies increase demand for the product.

Information

- Examine data and/or information from a range of sources, including government websites, tourism market research websites and tourism marketing agencies.
- Select, examine and use
 - market research data and information
 - tourism data for different market segments, destinations and products, including price comparison of competing products.

3.3 Unit option C: Tourism trends and patterns

In this unit, students investigate the influence of tourism trends and patterns. They consider how patterns of growth and decline in some tourism destinations both directly and indirectly create opportunities or challenges for the future of the tourism industry for a particular destination.

Students consider differences between trends and seasonal patterns (e.g. school holidays) and the impact on traveller choices.

Students investigate trends in tourism that may create broader patterns over time and long-term impacts on tourist destinations. Trends include preferences for types of tourism experiences, e.g. staycations, adventure tourism, medical tourism, ethical tourism and sustainable tourism.

Ethical tourism is dependent on personal ideals, where the traveller and/or provider takes responsibility for their actions and avoids activities that contribute to ethical abuses and negative effects of tourism on people, animals and places. The focus is on making positive contributions to the local community or tourism destination.

Sustainable tourism refers to avoiding the overuse of tourism resources and amenities to conserve the existing destination and experience. Both ethical and sustainable tourism consider social, cultural, economic and environmental impacts.

In this unit, students investigate a tourist destination to investigate the impact of a trend, considering environmental, social, cultural and economic impacts, and decide whether the impacts present an opportunity or challenge for tourism providers. Students propose strategies to manage the identified opportunity or challenge, e.g. quotas, small group activities, employment opportunities, access restrictions, neighbourhood planning.

Students also develop a guide for sustainable tourism, for use by prospective travellers, that will inform their travel choices and highlight the sustainability of a tourism destination or product.

3.3.1 Unit objectives

1. Explain principles, concepts and practices related to tourism trends and patterns.
2. Examine data and information related to tourism trends and patterns.
3. Apply knowledge to make decisions about tourism trends and patterns.
4. Communicate responses.
5. Evaluate a project.

3.3.2 Subject matter

Principles, concepts and practices

- Explain the
 - concept of ethical tourism, including the practices, principles and purposes, e.g. distribution of income, community access to tourism facilities, avoiding exploitation of labour, animal welfare, human wellbeing, volunteering
 - concept of sustainable tourism, including the practices, principles and purposes, e.g. eco-tourism, controlled tourism, waste reduction, use of renewable energy, preservation of natural areas, reduction of water usage, water recycling
 - the opportunities and challenges of ethical tourism and sustainable tourism
 - tourism trends, patterns and factors that influence why, where, how and when people travel and to which tourism destinations, including the influence of eco-credentials such as green star ratings, certifications and accreditations
 - impact of tourism choices, considering a range of factors such as environmental, social, cultural and economic factors.
- Apply knowledge to make decisions about
 - tourism trends and patterns for a specific destination and propose strategies to manage an identified opportunity or challenge
 - the sustainability of a destination or product.

Information

- Examine data and/or information from a range of sources, including government and tourism authorities, tourism research websites, specific tourism providers and local councils.
- Select, examine and use
 - tourism data and information to determine the value of tourism for selected locations
 - data and information that is relevant to factors that affect destinations, such as environmental, social, cultural and economic data
 - data and information about trends for a destination.

3.4 Unit option D: Tourism regulation

In this unit, students develop an awareness of how the tourism industry is regulated. Students explore the importance and impact of regulation on the different sectors of the tourism industry, e.g. accommodation, transport, food and beverage, information, events.

Examples of relevant legislation that may be explored include the Work Health and Safety Act 2011 (Qld) and the Competition and Consumer Act 2010 (Qld). Students could also explore legislation related to consumer protection.

In this unit, students consider the role of industry representative groups at local, regional, state and national level.

Students investigate regulations that are applicable to a new tourism business and identify the opportunities and challenges to be considered by a prospective tourism operator in a defined sector. They examine the value of tourism accreditation for a tourism business.

3.4.1 Unit objectives

1. Explain principles, concepts and practices that influence consumer decisions about tourism regulation.
2. Examine data and information related to tourism regulation.
3. Apply knowledge to make decisions about tourism regulation.
4. Communicate responses.
5. Evaluate a project.

3.4.2 Subject matter

Principles, concepts and practices

- Explain
 - different types of legislation, codes of conduct and accreditation that act to regulate tourism businesses and activities
 - duty of care, workplace health and safety requirements and risk management
 - consumer protection and customer service
 - environmental and conservation laws
 - licences and permits
 - ethical codes of practice
 - the importance and impact of regulations on tourism businesses, including when starting a new tourism business
 - the impact of Australian Tourism Accreditation on tourism businesses.
- Apply knowledge to make decisions about challenges and opportunities of tourism regulations for new and established tourism businesses.

Information

- Examine data and information from a range of sources, including government and tourism authorities and associations.
- Select, examine and use
 - relevant regulations for different types of tourism businesses
 - information about the impact of regulatory requirements and accreditation options.

3.5 Unit option E: Tourism industry and careers

In this unit, students explore tourism as an industry that involves a wide range of tourism businesses. They examine how the tourism industry is structured, including key stakeholders and relationships, to understand the value of the tourism industry in Australia and the employment and career opportunities that the industry provides.

Career and employment opportunities exist across the sectors, from entry level positions through to management, including:

- travel and traveller services, e.g. travel agents, tour operators, transport providers, airline staff, cruise ship staff, visitor information services
- accommodation sector, e.g. front office, kitchen, housekeeping, marketing, finance, security, maintenance, food and beverages, guest services
- catering and hospitality, e.g. chefs and kitchen staff, bar staff, front of house staff, functions and events staff, human resources, online food delivery services
- events, e.g. functions, entertainment, catering, multimedia, marketing.

Students investigate the value of tourism and the different sectors in Australia to determine where there are opportunities for growth. They consider how the capacity and capability of the tourism industry workforce significantly affects the provision of tourism products.

3.5.1 Unit objectives

1. Explain principles, concepts and practices that influence consumer decisions about tourism industry and careers.
2. Examine data and information related to tourism industry and careers.
3. Apply knowledge to make decisions about tourism industry and careers.
4. Communicate responses.
5. Evaluate a project.

3.5.2 Subject matter

Principles, concepts and practices

- Explain the
 - different sectors of the tourism industry
 - relationships that exist between the different sectors
 - range of career opportunities, from entry-level to senior roles, that exist in the tourism industry and the qualifications required.
- Apply knowledge to make decisions about career opportunities in the tourism industry in a range of contexts.

Information

- Examine data and information from a range of sources, including government websites, tourism businesses and industry and employment websites.
- Select, examine and use
 - data and information about the value of the tourism industry for the Australian economy
 - information about the opportunities and challenges in the tourism industry for an Australian tourism region
 - information about career requirements and opportunities.

4 Assessment

4.1 Assessment A1: Investigation — The impacts of tourism

Students investigate an international tourist destination by collecting and examining data and information and proposing a management strategy for an identified opportunity or challenge.

4.1.1 Assessment objectives

1. Explain the push and pull factors for a popular international tourist destination.
2. Examine data and information related to the selected international tourist destination to identify an impact of tourism.
3. Apply knowledge to identify whether the impact is an opportunity or a challenge and propose a management strategy to address the impact.
4. Communicate a response suitable for a tourism provider.

4.1.2 Specifications

This task requires students to:

- investigate a popular international tourist destination, including
 - explaining the relevant push and pull factors for the destination
 - addressing an identified tourism opportunity or challenge for the destination
- provide a response, including
 - examining data and information
 - identifying an impact and whether this presents an opportunity or challenge for tourism at the destination
 - proposing a management strategy for the opportunity or challenge, based on reasoning and evidence.

Students may choose the same tourism destination for each assessment in this unit.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.1.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.1.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Project — Traveller information package

Students develop a traveller information package for an international tourism destination.

4.2.1 Assessment objectives

1. Explain the purpose and components of a traveller information package for an international tourism destination.
2. Examine data and information to select travel information for an international tourism destination.
3. Apply knowledge to create a traveller information package for an international tourism destination.
4. Communicate a response in a traveller information package to a specific client.
5. Evaluate the project.

4.2.2 Specifications

This task requires students to:

- develop a traveller information package that
 - explains the purpose and components of the traveller information package
 - examines and selects information about the international tourism destination
 - communicates to a specific client
- evaluate the traveller information package project, including
 - the plan, processes and outcome
 - improvements that could be made to the process that would improve the traveller information package.

Students may choose the same tourism destination for each assessment in this unit.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.2.4 Response requirements

Traveller information package

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.2.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Investigation — Marketing campaign evaluation

Students investigate a current marketing campaign for an Australian tourism product by collecting and examining information.

4.3.1 Assessment objectives

1. Explain tourism principles, concepts and practices related to advertising strategies used in a recent marketing campaign.
2. Examine data and information related to a recent marketing campaign to determine the effectiveness of the campaign.
3. Apply knowledge to propose recommendations for the future of the campaign.
4. Communicate a response suitable for a tourism agency.

4.3.2 Specifications

This task requires students to:

- investigate a current marketing campaign for an Australian tourism product
- provide a response, including
 - examining data and information, including the marketing campaign's strategies
 - making a decision about the effectiveness of the campaign based on reasoning and evidence
 - proposing recommendations for the future of the campaign.

Students may choose the same tourism product for each assessment in this unit.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.3.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.3.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Project — Tourism promotion

Students develop a tourism promotion to attract visitors to an Australian destination.

4.4.1 Assessment objectives

1. Explain principles, concepts and practices related to tourism promotional strategies.
2. Examine data and information related to tourism market segments and promotional strategies.
3. Apply knowledge to create a tourism promotion to attract visitors to an Australian destination.
4. Communicate a response to a target market.
5. Evaluate the project.

4.4.2 Specifications

This task requires students to:

- develop a tourism promotion that
 - explains principles, concepts and practices related to the tourism promotion
 - examines information about market segments and promotional strategies suited to a target market
 - communicates to a target market
- evaluate the tourism promotion project, including
 - the plan, processes and outcome
 - improvements that could be made to the process that would improve the tourism promotion.

Students may choose the same tourism product for each assessment in this unit.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.4.4 Response requirements

Tourism promotion

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent, per group member
- Written: up to 500 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.4.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Investigation — Tourism trends

Students investigate a tourism trend, considering relevant social, cultural, economic or environmental impacts, by collecting and examining information.

4.5.1 Assessment objectives

1. Explain principles, concepts and practices related to a current tourism trend for a selected destination.
2. Examine data and information related to the value and impact/s of a current tourism trend for a selected destination.
3. Apply knowledge to identify the impact/s as an opportunity or challenge and propose a strategy to manage the opportunity or challenge.
4. Communicate a response suitable for a tourism provider.

4.5.2 Specifications

This task requires students to:

- investigate a tourism trend for a selected destination, considering relevant social, cultural, economic or environmental impacts that create an opportunity or challenge for a selected destination
- provide a response, including
 - examining tourism data and information related to a current tourism trend for a selected destination
 - identifying the value and impact/s of the trend and whether the impact/s present an opportunity or challenge for tourism at the selected destination
 - proposing a strategy to manage the opportunity or challenge, based on reasoning and evidence.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.5.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.5.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Project — Sustainable tourism guide

Students develop a tourism guide about sustainable practices for a tourism destination or product.

4.6.1 Assessment objectives

1. Explain principles, concepts and practices related to sustainable tourism.
2. Examine data and information related to sustainable practices for a tourism destination or product.
3. Apply knowledge to make a decision about the sustainability of a destination or product.
4. Communicate a response to prospective travellers.
5. Evaluate the project.

4.6.2 Specifications

This task requires students to:

- develop a tourism guide that
 - explains principles, concepts or practices related to sustainable tourism
 - examines information about sustainable tourism
 - makes a decision about the sustainability of a tourism destination or product
 - communicates to prospective travellers
- evaluate the tourism guide project, including
 - the plan, processes and outcome
 - improvements that could be made to the process that would improve the tourism guide.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.6.4 Response requirements

Tourism guide

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.6.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Investigation — Regulation in tourism

Students investigate the value of regulatory requirements for a new Australian tourism business.

4.7.1 Assessment objectives

1. Explain principles, concepts and practices related to tourism industry regulation.
2. Examine information related to tourism regulation requirements.
3. Apply knowledge to identify the opportunities and challenges arising from tourism regulation for a business.
4. Communicate a response suitable for a prospective tourism business operator.

4.7.2 Specifications

This task requires students to:

- investigate the tourism regulation requirements for a new Australian tourism business in a specific sector
- provide a response, including
 - examining data and information
 - identifying the opportunities and challenges arising from regulation for a specified business
 - drawing conclusions based on reasoning and evidence.

Students may choose the same tourism sector or business type for each assessment in this unit.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - refining the initial question
 - collecting and collating information to address the question.

4.7.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.7.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Project — Tourism accreditation

Students develop a recommendation about the impact of tourism accreditation for a tourism business.

4.8.1 Assessment objectives

1. Explain principles, concepts and practices related to tourism accreditation.
2. Examine information related to the impact of tourism accreditation for a tourism business.
3. Apply knowledge to make a decision about the value of tourism accreditation for a tourism business.
4. Communicate a response to a tourism business owner.
5. Evaluate the project.

4.8.2 Specifications

This task requires students to:

- develop an information product that makes a recommendation for a tourism business owner that
 - explains the principles, concepts or practices related to relevant Australian tourism accreditation
 - examines information about the accreditation options for a tourism business
 - determines and compares suitable options
 - justifies a decision
 - communicates in an information product to make a recommendation for a tourism business owner
- evaluate the information product project, including
 - the plan, processes and outcome
 - improvements that could be made to the process that would improve the information product.

Students may choose the same tourism sector or business type for each assessment in this unit.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.8.4 Response requirements

Information product

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.8.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.9 Assessment E1: Investigation — Value of the tourism industry

Students investigate the economic value and opportunities of the tourism industry for an Australian tourism region.

4.9.1 Assessment objectives

1. Explain principles, concepts and practices related to the tourism industry.
2. Examine data and information related to the economic value of the tourism industry for an Australian tourism region.
3. Apply knowledge to make recommendations about the opportunities for tourism in a specific region.
4. Communicate a response suitable for to a local council.

4.9.2 Specifications

This task requires students to:

- investigate the tourism industry and its economic value in a specific region, considering supply and demand in the relevant sectors
- provide a response, including
 - examining data and information
 - identifying opportunities in the tourism industry for the selected region
 - making recommendations to capitalise on an identified opportunity based on reasoning and evidence.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.9.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.9.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts, processes and practices 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts, processes and practices 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts, processes and practices 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts, processes or practices. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.10 Assessment E2: Project — Careers in tourism

Students develop a promotional product for careers in the tourism industry.

4.10.1 Assessment objectives

1. Explain the principles, concepts and practices related to careers in the tourism industry.
2. Examine data and information related to career pathways in the tourism industry.
3. Apply knowledge to create a promotional product that encourages young adults to consider a career in the tourism industry.
4. Communicate a response to young adults.
5. Evaluate the project.

4.10.2 Specifications

This task requires students to:

- develop a promotional product that
 - explains principles, concepts or practices related to careers in the tourism industry
 - examines data and information about careers in a tourism industry sector, including qualifications
 - identifies career options in a tourism industry sector
 - communicates to young adults
- evaluate the promotional product project, including
 - the plan, processes and outcome
 - improvements that could be made to the process that would improve the promotional product.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.10.4 Response requirements

Promotional product

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.10.5 Instrument-specific standards

Developed product	Evaluation	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> comprehensive explanation and examination of information comprehensive comparison of suitable options to make decisions fluent communication in a response to the scenario 	<ul style="list-style-type: none"> insightful evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	A
<ul style="list-style-type: none"> substantial explanation and examination of information substantial comparison of suitable options to make decisions substantial communication in a response to the scenario 	<ul style="list-style-type: none"> considered evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	B
<ul style="list-style-type: none"> explanation and examination of information comparison of suitable options to make decisions communication in a response to the scenario 	<ul style="list-style-type: none"> evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures and outcomes by recommending possible improvements to the product 	C
<ul style="list-style-type: none"> partial explanation or examination of information partial comparison of suitable options to make decisions partial communication in a response to the scenario. 	<ul style="list-style-type: none"> partial evaluation <ul style="list-style-type: none"> of the product plan of the effectiveness of the procedures or outcomes by recommending possible improvements to the product. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

———2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, USA.

7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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