Tourism

2006 (updated 2010)
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Rationale

Tourism has become the world’s biggest industry and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia’s fastest growing industries, and has assumed increasing importance in Australian society as a source of expanding employment opportunities.

Tourism has been broadly defined as temporary short-term movement of people to destinations outside the places where they normally live and work, together with their activities and experiences during their stay in those destinations. Such activities and experiences may include pleasure, entertainment, culture, business, conferences, visiting friends and relatives, adventure, shopping, dining, challenge and self-development, or a combination of these activities.

The tourism industry is an umbrella term used to describe those industries or business enterprises that provide goods and services to tourists and all types of travellers while they are travelling. The study area specification in Tourism has been designed to support the needs of entrants into the tourism industry, to provide an introduction to a broad understanding of tourism, and to develop the personal and interpersonal skills that underpin employment in the tourism industry. It examines the dynamic nature of global tourism and the broader social, cultural, ecological and economic implications of sustainable tourism.

The study area specification in Tourism is designed to provide students with a variety of intellectual, technical, operational and workplace skills. It also enables students to gain an understanding of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

The development of students’ tourism-related knowledge and skills will also allow for the development of the key competencies, in contexts that arise naturally from the learning experiences and assessment practices of the subject. In the course of their studies, students will collect, analyse, and organise information, individually and in teams, particularly in the performance of practical tasks. They will plan and organise activities, and will have opportunities to propose and implement solutions to tourism-related situations. They will be involved in communicating ideas, information, opinions, arguments and conclusions, in a variety of formats for a variety of audiences. As part of their learning and classroom experiences, students will have opportunities to employ mathematical skills, and will be continuously involved in using technologies related to tourism business.

The tourism industry provides the context for students to understand the industry’s workplace culture and practices, and also to develop the skills, processes and attitudes crucial for making valid decisions about career pathways. Students are also encouraged to investigate tourism as a source of leisure activity, life skills and as an avenue for further study.

* Tourism Skills Development Guide, 2004 Tourism Queensland
† KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.
The study area specification *Tourism* has been developed for a broad range of students in Years 11 and 12. It enables two approaches:

**Approach A: Vocational Education and Training (VET) certificate**
- Schools may offer the specified Certificate II, which would usually be completed over four semesters.

**Approach B: Vocational learning strand**
- Schools may devise a course of study over four semesters, based on units designed to promote vocational education as well as general knowledge and skills related to employment in the tourism industry.
1. VET certificates — Tourism Study Area Specification

One Tourism certificate structure is available for delivery in this approach. The certificate qualification is from the SIT07 Tourism, Hospitality and Events training package.

<table>
<thead>
<tr>
<th>Training package</th>
<th>Certificate II</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIT07 Tourism, Hospitality and Events</td>
<td>SIT20107 Certificate II in Tourism</td>
</tr>
</tbody>
</table>

The Queensland Studies Authority (QSA) can provide support for these certificates in terms of:

- advice in accordance with Australian Quality Training Framework (AQTF) standards and guidelines
- advice on the relevant units of competency within these two certificates
- access to the units of competency via a link to the National Training Information Service (NTIS) website <www.ntis.gov.au>
- advice on competency-based assessment
- sample training and assessment strategies
- facilitating access to resources
- information on registration requirements.

This support may be accessed on the QSA website, <www.qsa.qld.edu.au>, under Years 10-12 > VET - Vocational education and training.

To offer this certificate, schools must either

- register with the QSA and meet particular human and physical resource requirements for each qualification. Relevant information is on the QSA website, <www.qsa.qld.edu.au>, under Years 10-12 > VET - Vocational education and training

or

- work with a registered training organisation (RTO) that has this qualification in its scope of registration. This provider could be another school, a TAFE institute, or a private provider.

Schools may design their own program from the training package.
2. Certificates offered in this approach

2.1 SIT20107 Certificate II in Tourism

The SIT20107 Certificate II in Tourism qualification is based on units of competency selected from pathways described in the SIT07 Tourism, Hospitality and Events training package.

To achieve the qualification, students must achieve competence in units that meet the qualification packaging rules.

Training packages are amended periodically to reflect the latest industry practices. For information on certificate structure for this approach, download the latest version by going to the National Training Information Service <www.ntis.gov.au> and locating information about the training package.

3. Work placement

VET programs when delivered in an institutional setting (e.g. a school) should include quality work placement for these reasons:

- it is necessary for industry recognition of training delivered in this manner
- it provides opportunities for school students to become confident and capable in applying off-the-job knowledge and skills to workplace standards according to the relevant training package in actual workplace settings
- it provides opportunities for school students to acquire generic workplace competencies (employability or generic skills) that are highly valued by employers; these skills are not necessarily acquired in institutional settings.

Therefore, it is strongly recommended that students undertaking these certificates be given the opportunity for work placement. The following periods are recommended: 10 days (or equivalent) for Certificate I and 20 days (or equivalent) for Certificate II. This could include part-time, paid, or unpaid work.

4. Higher qualifications

Students who complete a Certificate II qualification should be given the opportunity to commence a VET qualification at a higher level through either a TAFE institute or a private provider.

Schools should form partnerships to meet the diverse vocational needs of young people:

- to identify suitable programs for the senior phase of learning
- by working with other registered training organisations (RTOs) for delivery of content and conduct of assessment
- with business/community groups for work placement, employment opportunities and support for professional development.
Approach B: Vocational learning

1. **Aims**

A program of study derived from this approach to the study area specification *Tourism* aims to help students:

- gain basic knowledge and understanding of tourism and the tourism industry
- develop confidence in a range of tourism contexts
- appreciate the contribution of tourism studies to personal and professional development and lifelong learning
- appreciate cultural and ecological sensitivities as they relate to sustainable tourism
- demonstrate attitudes such as personal flexibility and cooperation in work teams and with clients
- develop respect for a high standard of moral and ethical behaviour
- appreciate the need for effective communication within the work environment
- develop a responsible attitude towards the safety, health and wellbeing of others in the work environment.

2. **General objectives**

The objectives of this study area specification are *Knowledge and understanding*, *Reasoning*, *Communication*, and *Affective*. The first three objectives are reflected in the three assessment criteria. At the completion of the program of study, all objectives must be covered and the first three must be reflected in the range of assessment tasks.

2.1 **Knowledge and understanding**

At the completion of the program of study, students should demonstrate a knowledge and understanding of:

- procedures and language relevant to the tourism industry
- the nature of tourism
- the structure of the industry
- geography of the world, as related to tourism
- major domestic and international destinations and attractions
- significant aspects of the social, cultural, economic and environmental impacts of tourism locally, nationally and globally.
2.2 Reasoning
At the completion of the program of study, students should be able to:
- collect, analyse and interpret sources of tourism information, including instructions, directions, written and graphical material, and statistics
- investigate tourism-related issues, tasks and problems
- apply existing knowledge, techniques and procedures in tourism contexts and familiar situations
- use technology
- apply problem-solving strategies in given situations
- plan and organise activities, prioritise tasks, and monitor progress and performance.

2.3 Communication
At the completion of the program of study, students should be able to demonstrate, in the context of the tourism industry, the ability to:
- organise and present information effectively
- use terminology and documentation
- use appropriate modes, forms and styles of communication
- work independently, with others, and as part of a team
- use effective interpersonal skills.

2.4 Affective
At the completion of the program of study, students should have acquired:
- an appreciation of the importance of effective interpersonal communication skills and teamwork within the tourism environment
- an appreciation of tourism and its effects on society and the environment
- a recognition and appreciation of cultural sensitivities and religious differences as they relate to the tourism industry
- an awareness of the importance of ethical behaviour.

3. Course organisation

3.1 Number of hours
This program of study requires a minimum of 55 hours per semester of timetabled school time, including assessment. It will usually be followed over two years (a minimum of 220 hours spread over four semesters).

The course comprises:
- study area core (50 hours — as specified in section 3.2) delivered through
- a minimum of six elective topics (as specified in section 3.3).
3.2 **Study area core**

The study area core should be integrated across the program of study. It has been allocated a minimum of 50 hours over the two-year course.

It has been developed to allow students to achieve a broad understanding of tourism, and to begin to develop the personal and interpersonal skills that underpin employment in the tourism industry.

The study area core examines the dynamic nature of global tourism, the broader social, cultural, ecological and economic implications of sustainable tourism, sources and types of tourism information and the effective delivery of this information, and the development and operation of a tourism enterprise.

It consists of four units of work:

- Unit 1: Global Tourism
- Unit 2: The Nature of Tourism
- Unit 3: Tourism Information
- Unit 4: Tourism as a Business.

The order of the units is not prescriptive. Each unit of the study area core may be:

- incorporated throughout the elective topics that will comprise the two-year program of study
- developed as an introduction to each relevant elective topic
- developed as a stand-alone topic within the program of study.

A description of each unit within the study area core is shown in the overviews on the following pages.
3.2.1 Study area core unit 1 — Global Tourism

Tourism is a global phenomenon. It is the world’s largest industry and creator of jobs across national and regional economies. It can be an instrument of prosperity, sustainable development and poverty reduction in developed and emerging economies.

To understand the tourism industry, it is essential to have a general knowledge of the world and where places are. Whether a person works in the tourism industry or is a potential tourist, they should be aware of “top spots” or popular tourist attractions in Australia and overseas, and “hot spots”, that is, hazardous areas to travel due to political instability, military unrest, war, famine etc.

This unit covers the major geographical features of the world and includes their physical environment, climate, major attractions, danger zones, distance between countries and time zones.

<table>
<thead>
<tr>
<th>Subject matter</th>
<th>Suggested learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established and emerging tourism-generating regions</td>
<td>Identify and label natural and built features such as capital cities, national</td>
</tr>
<tr>
<td>of the world</td>
<td>boundaries, time zones, world climate zones and world heritage sites on a map.</td>
</tr>
<tr>
<td>Developed tourism destination regions of the world</td>
<td>Use an atlas to locate major tourism-generating and destination regions of the</td>
</tr>
<tr>
<td>In the above, the following aspects should be covered:</td>
<td>physical features and environments of the world, both established and emerging.</td>
</tr>
<tr>
<td>• capital cities and major towns</td>
<td>Interpret symbols and conventions used on local, state and international tourism</td>
</tr>
<tr>
<td>• climatic zones</td>
<td>maps.</td>
</tr>
<tr>
<td>• time zones and 24-hour clock</td>
<td>Interpret and analyse statistics relating to visitor numbers and flows.</td>
</tr>
<tr>
<td>• major attractions — top spots</td>
<td>Interpret national and international air route maps and timetables.</td>
</tr>
<tr>
<td>• current danger zones — hot spots</td>
<td>Research tourism-generating destinations and regions using newspaper articles</td>
</tr>
<tr>
<td></td>
<td>and the internet, e.g. major collections of tourism statistics.</td>
</tr>
<tr>
<td></td>
<td>Calculate departure, arrival and journey times.</td>
</tr>
</tbody>
</table>
|                                                     | Investigate and deliver an oral/multimedia presentation on a particular tourism region.
3.2.2 Study area core unit 2 — The Nature of Tourism

Tourism is able to contribute to development which is economically, ecologically and socially sustainable, because it:

- has less impact on natural resources and the environment than most other industries
- is based on enjoyment and appreciation of local culture, built heritage and natural environment and hence has a powerful incentive to protect these assets
- can play a positive part in increasing consumer commitment to sustainable development
- provides an economic incentive to conserve natural environments and habitats.

This unit focuses on the broad social and environmental implications of tourism. It examines tourism as an activity and as an industry, and then looks at methods of profiling tourists. It covers both positive and negative impacts of tourism in terms of environmental, social, economic and cultural implications. Significant attention is then drawn to the role of tourism in the local community and the effects of tourism at the local-community level. Sustainable tourism, i.e. tourism that can be sustained over the long term because it results in a net benefit for the social, economic, natural and cultural environments of the area in which it takes place, is an essential part of this unit.

Subject matter

- What is tourism?
  - definitions
  - sustainable tourism as an industry
  - types and examples of tourism
- Who are tourists?
  - origin
  - purpose
  - activities
  - modes of transport
  - accommodation
  - expectations
- What is sustainable tourism? Impacts (costs and benefits)
  - environmental
  - social
  - cultural
  - economic
- Tourism within the local community
  - lobby groups
  - contribution to local economy
  - improved facilities, transport and service for residents
  - opportunities for business and job creation
  - preservation of the environment and heritage
  - understanding other people and cultures.

Suggested learning experiences

- Visit environmental and cultural attractions, e.g. national parks, museums.
- Undertake a case study illustrating contrasting points of view regarding tourism development.
- Invite guest speakers, e.g. local or regional tourism association manager.
- Role-play decision-making processes in a proposed new tourism development. Students enact the roles played by key stakeholder groups, e.g. lobby groups, developers, local community, conservation groups, local chamber of commerce, state departments (National Parks etc.)
- Investigate tourism in your local community. What role has it played in the past? What potential is there for future tourism development, and what effect will it have on the community?
- Create posters on rules for a local national park.
- Interview tourists, lobby groups and/or industry.
- Map the environment and/or heritage in the local area.
- Compile a logbook of tourism articles from the local media.
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#### Subject matter

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  - social
  - cultural
  - economic
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  - lobby groups
  - contribution to local economy
  - improved facilities, transport and service for residents
  - opportunities for business and job creation
  - preservation of the environment and heritage
  - understanding other people and cultures.

#### Suggested learning experiences

- Visit environmental and cultural attractions, e.g. national parks, museums.
- Undertake a case study illustrating contrasting points of view regarding tourism development.
- Invite guest speakers, e.g. local or regional tourism association manager.
- Role-play decision-making processes in a proposed new tourism development. Students enact the roles played by key stakeholder groups, e.g. lobby groups, developers, local community, conservation groups, local chamber of commerce, state departments (National Parks etc.)
- Investigate tourism in your local community. What role has it played in the past? What potential is there for future tourism development and what effect will it have on the community?
- Create posters on rules for a local national park.
- Interview tourists, lobby groups and/or industry.
- Map the environment and/or heritage in the local area.
- Compile a logbook of tourism articles from the local media.
3.2.3 Study area core unit 3 — Tourism Information

Tourism information is vital, not only for students who will be seeking employment in the industry, but also for those who will be tourists. As well as being able to access information, students should be able to interpret information and to apply it in relevant and familiar situations.

This unit will introduce students to the various sources and types of tourism information and provide them with opportunities to develop the skills and processes for making informed decisions.

Subject matter

- Information for the tourist
  - types of information, e.g. travel immunisation, travel documents, travel insurance, maps, weather, currencies, accommodation, transport, attractions
  - sources of information, e.g. friends and relatives, travel agents, books, magazines, brochures, travel television shows, local tourism associations, visitor information centres
- Information for the tourism industry
  - world tourism data (e.g. World Tourism Organisation (WTO))
  - International Visitor Survey (IVS)
  - National Visitor Survey (NVS)
  - regional surveys (e.g. Regional Tourism Activity Monitor (RTAM))
  - what does the data tell you about visitors to Queensland? to a region? about tourism as an industry?
  - existence of relevant legislation
- How information is delivered
  - Use of technology (particularly the internet)
    - delivery of information
    - sources of information
  - Marketing and promotion as a source of information
    - purpose
    - reliability
    - target audience
  - Communication and interpersonal skills
    - working in a team
    - collecting and presenting information

Suggested learning experiences

- Search the Tourism Queensland website for the latest tourism statistics and product information.
- Search the internet for tourism information, tourism promotions etc.
- Form a profile of a Queensland destination from past and present tourism statistics. What do they tell you about how the destination has changed over time? What implications does this have for the present state and future of the destination?
- Conduct a survey of tourists.
- Research an overseas travel opportunity. What information will you need to know? Where and from whom will you obtain it? How would your information requirements differ if you were intending to travel interstate?
- Compare brochures obtained at travel agencies, internet, general media etc. What are the objectives of each brochure? What are the target audiences?
- Develop your own promotional materials (slogans, posters, fliers, videos etc.).
- Prepare and conduct a presentation on a tourism destination or attraction. What information would you need to include? How would it differ according to your target audience?
- Prepare an itinerary for a given tourism activity.
- Design a website.
3.2.4 Study area core unit 4 — Tourism as a Business

The tourism industry has many sectors i.e. those industries or business enterprises that provide goods and services to tourists, visitors and all types of travellers while they are travelling. Hence, the tourism industry is an umbrella term used to describe the interconnected sectors of hospitality, travel and visitor services. Due to the positive impact of the industry on the economy, tourism is full of vibrant business enterprises, creating wealth and job opportunities. This unit examines the economic significance and impacts of tourism as an industry. It also introduces a basic structure to understand business interrelationships.

Subject matter

• Industry
  – Structure and ownership
    · Large, medium and small business — differences and similarities
    – Relationship with other industries (e.g. transport, hospitality, information)
      and other community services
    – growth of the service sector
  – the flow of money and the distribution of the tourism product
  – importance of infrastructure
    – seasonality of the industry
• Business operations
  – Human resources, marketing, financial operations and management
    – profit and productivity
    – business motives
    · satisfaction and profit
  – currency exchange
• Employment in tourism
  – skills and attributes of people who work in the tourism industry,
    including standards of personal presentation
  – career opportunities and personnel development for the tourism industry
  – employer/employee rights and responsibilities
  – characteristics of casual, full-time and part-time employment.

Suggested learning experiences

• Interview tourism business employers and find out the main things they look for in the staff who work in the tourism industry. Report research to your class group or careers counsellor.
• Undertake a case study of local tourism development and how it is dependent upon infrastructure (e.g. roads, police, waste disposal).
• Conduct a tourism business venture.
• Create a folio of newspaper reports on the economics or business of tourism in the current environment. This could be a teamwork activity maintained throughout the duration of the course.
• Prepare a case study contrasting and comparing the role of a large multinational company with that of a small operator, e.g. QANTAS or Sheraton with a local ‘bed and breakfast’ or other small, home-style business.
• In groups, illustrate the flow of money from overseas visitors through the economy. Members of each group are to roleplay a travel agent, wholesaler, inbound tourism operator, accommodation, transport operator etc. Use monopoly money to follow a set of transactions.
• Visit/contact a relevant industry.
• Investigate career pathways.
• Investigate tourism marketing through linkages with event tourism.
• List the types of jobs available in the tourism industry. Go through the “positions vacant” section of a newspaper and highlight any jobs that have at least 50 per cent activity based in tourism-related activities.
• Market a product.
3.3 Elective topics

A course developed for Approach B should provide a range of educational outcomes within the tourism sector, taking into account: local conditions such as the human and physical resource constraints of the school and the local community; projected employment demands; further education and life skills; and the diversity of abilities, learning styles and interests of students. While local and regional needs may influence emphases within the program of study, it is important that all students become aware of the wide range of infrastructure and services that support sustainable tourism. It is also important that students understand the economic, environmental and social benefits of sustainable tourism beyond the local and regional community.

A degree of specialisation is expected regarding the selection of elective topics so that the overall tourism context of the course suits the local environment around the school.

The elective topics provide opportunities for greater depth and/or breadth of investigation of the topics introduced in the four units of the study area core.

The elective topics may be delivered with different emphases, depending on the core unit with which the elective is associated.

A minimum of six elective topics should be chosen. These, with the study area core, will comprise a course in Tourism.

The following table provides some guidance to the content of each elective topic, and possible links between the topics and the four units of the study area core.

A sample program of study organisation and sample assessment plan for Approach B is provided in Table 3 and Table 4.
### Table 2: The elective topics

<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
<th>Suggested content</th>
<th>Possible links with study area core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to tourism</td>
<td>This introductory topic is meant to give students a framework for further in-depth studies.</td>
<td>• role of tourism&lt;br&gt;• images and icons&lt;br&gt;• definitions — tourist, tourism&lt;br&gt;• terminology&lt;br&gt;• modes of transport&lt;br&gt;• types of accommodation</td>
<td>Nature of Tourism</td>
</tr>
<tr>
<td>Tourists — who are they?</td>
<td>This topic investigates the wide variety of tourism clients, to enable students to have an awareness of the need to match a product with a person.</td>
<td>• demographics&lt;br&gt;• motivation and purpose&lt;br&gt;• needs and expectations&lt;br&gt;• domestic and international&lt;br&gt;• cultural diversity&lt;br&gt;• client groups — adventure seeker, backpacker, first-time traveller, family, business person etc.</td>
<td>Nature of Tourism</td>
</tr>
<tr>
<td>Tourism in the local area</td>
<td>This topic involves practical work where local needs and assets are surveyed and analysed, and recommendations made for sustainable growth.</td>
<td>• defining and mapping the local area&lt;br&gt;• tourism audit (products/services)&lt;br&gt;• client groups</td>
<td>Nature of Tourism&lt;br&gt;                   Tourism Information</td>
</tr>
<tr>
<td>Selling the local area to tourists</td>
<td>This topic follows on from findings in the topic “Tourism in the local area” and involves a promotional campaign using media.</td>
<td>• role of media&lt;br&gt;• production using a variety of media&lt;br&gt;• marketing&lt;br&gt;• local and regional information bureaus&lt;br&gt;• client groups</td>
<td>Nature of Tourism&lt;br&gt;                   Tourism Information</td>
</tr>
<tr>
<td>Being a responsible tourist</td>
<td>This topic looks at tourist responsibilities necessary to minimise negative effects from tourism activities.</td>
<td>• impacts — cultural, social, environmental&lt;br&gt;• cultural studies&lt;br&gt;• code of ethics&lt;br&gt;• ecotourism</td>
<td>Nature of Tourism</td>
</tr>
<tr>
<td>Topics</td>
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<tr>
<td>Structures in the tourism industry</td>
<td>This topic examines the sectors of the tourism industry, how these sectors interact and overlap, and further examines the products and services they offer.</td>
<td>• core and non-core sectors — transportation, retail travel agents, tour operators and wholesalers, information and promotion, attractions, accommodation, meetings and conferences, miscellaneous services&lt;br&gt;• supporting industry bodies and organisations</td>
<td>Tourism as a Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• education and training&lt;br&gt;• career paths&lt;br&gt;• business structures, e.g. small business, large corporations&lt;br&gt;• government</td>
<td></td>
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<tr>
<td>The role of government in tourism</td>
<td>This topic looks at the roles and influences of local, state and federal governments and their agencies.</td>
<td>• licensing requirements&lt;br&gt;• customs and immigration&lt;br&gt;• education and training&lt;br&gt;• public liability and legalities&lt;br&gt;• levels of government processes&lt;br&gt;• travel regulations</td>
<td>Tourism as a Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• marketing and promotion&lt;br&gt;• policy and planning&lt;br&gt;• examples — WTO, ATC, Tourism Queensland, regional tourism associations&lt;br&gt;• ministries and portfolios</td>
<td></td>
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<tr>
<td>Past and present patterns of tourism</td>
<td>This topic looks at the changing face of tourism and the need to predict and respond to it.</td>
<td>• statistical analysis — inbound, outbound and domestic numbers&lt;br&gt;• employment patterns&lt;br&gt;• history of tourism&lt;br&gt;• trends</td>
<td>Nature of Tourism&lt;br&gt;Tourism Information&lt;br&gt;Tourism as a Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• leisure hours&lt;br&gt;• export earnings&lt;br&gt;• domestic and international markets</td>
<td></td>
</tr>
<tr>
<td>Marketing of tourism</td>
<td>This topic looks at tourism marketing and can be studied in conjunction with “Selling the local area to tourists”.</td>
<td>• marketing — local to international&lt;br&gt;• media influence&lt;br&gt;• sources of information&lt;br&gt;• statistical analysis&lt;br&gt;• matching customer needs and types</td>
<td>Tourism Information&lt;br&gt;Tourism as a Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• promotional campaigns&lt;br&gt;• reliability of destination/product information&lt;br&gt;• place, promotion, product, price</td>
<td></td>
</tr>
<tr>
<td>Topics</td>
<td>Description</td>
<td>Suggested content</td>
<td>Possible links with study area core</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------</td>
</tr>
</tbody>
</table>
| Computers in tourism          | This topic looks at the role of computers and the associated operating skills. | • ticketing and booking systems  
• word processing skills and document production  
• information sourcing and delivery  
• internet  
• computer operations — file management, networks, printer operations etc.  
• database and spreadsheet | Tourism Information |
| Technology in tourism         | This topic may include computers but is intended to be more extensive and incorporate equipment ranging from office equipment to transport and attractions. | • computer use and skills  
• internet  
• video displays/conferencing  
• animatronics  
• office equipment — fax, EFTPOS, copiers etc.  
• energy efficiency and recycling  
• equipment for client needs — clients with a disability etc.  
• current and future transportation | Tourism Information |
| Travel on a budget            | This topic deals with travel on a limited budget. | • itinerary preparation  
• obtaining costings  
• matching products to customer requirements  
• value-for-money travel  
• backpacker travel  
• package tours  
• family travel  
• youth hostels  
• inbound, outbound and domestic markets | Nature of Tourism  
Tourism Information  
Tourism as a Business |
| The changing nature of tourism| This topic looks at the present patterns created within the tourism industry, and predicts areas of growth. | • employment rates  
• use of technology  
• destination life cycles and trends  
• changing customer expectations  
• length of stays  
• new markets  
• inbound, outbound and domestic markets  
• small operators  
• niche markets  
• “grey” tourism  
• “gay” tourism  
• ecotourism  
• health tourism | Nature of Tourism  
Tourism Information |
<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
<th>Suggested content</th>
<th>Possible links with study area core</th>
</tr>
</thead>
</table>
| Future alternatives in tourism     | This topic complements “The changing nature of tourism” topic by predicting areas of growth. | • sustainable tourism  
• authenticity — real and contrived experiences  
• frontier tourism — Antarctic, underwater, space  
• virtual tourism | Nature of Tourism |
| Tourism and the developing world   | This topic requires students to gain an awareness of the characteristics of developing countries and the impacts of various types of tourism on them. | • knowledge of developing countries  
• quality-of-life indicators  
• new destinations  
• balance of trade  
• leakage effect  
• impacts — social, cultural, economic, environmental  
• sustainable tourism  
• cottage industries | Global Tourism  
Nature of Tourism |
| Customer relations                 | This topic, which complements the “Development of interpersonal skills” topic, focuses on the knowledge, skills and attitudes needed to create and maintain good customer relations. | • service delivery  
• identification of customer needs  
• discrimination  
• confidentiality  
• job satisfaction  
• interpersonal skills  
• quality assurance  
• handling difficult customers and situations | Tourism as a Business |
| Travel agency operations           | This topic focuses on the policies and procedures of running a retail travel agency. | • financial and administrative procedures  
• agency law  
• bookings  
• record keeping and filing  
• commission calculations  
• itinerary preparation  
• occupational health and safety  
• terminology  
• location geography  
• client cards  
• costing  
• brochure maintenance  
• customer relations  
• using office equipment | Tourism as a Business |
| Operating a tourism business       | This topic looks at the criteria for successful operations and how to maintain business potential. | • sales and promotions  
• updating information sources  
• ticketing and booking  
• cash handling  
• business planning  
• maintaining financial records  
• business ethics | Tourism as a Business |
<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
<th>Suggested content</th>
<th>Possible links with study area core</th>
</tr>
</thead>
</table>
| Tourism and special events                 | This topic investigates the special planning required for and importance of special events in tourism, such as sporting, musical and cultural events.                                                          | • planning and infrastructure  
• promotion and ticketing  
• meetings, incentives, conferences and events (MICE)  
• economic impact  
• social and community costs and benefits                                                                                                  | Tourism Information  
Tourism as a Business                                         |
| Development of interpersonal skills        | This topic looks at the importance of effective interpersonal skills in the tourism industry, which is essentially a “people industry”. This topic complements “Customer relations”.            | • effective listening  
• assertiveness  
• personal presentation  
• conflict resolution  
• goal setting  
• body language  
• cultural awareness  
• team work                                                                                                                                  | Tourism Information  
Tourism as a Business                                         |
| Establishing a tourism venture             | This topic gives students an opportunity to establish and evaluate a small-scale tourism initiative with a particular focus on enterprise principles and skills.                                               | • identifying market niches  
• planning, production and promotion  
• product knowledge  
• use of office equipment  
• costing  
• evaluation of project                                                                                                                     | Tourism as a Business                                          |
| Tourist accommodation                      | This topic allows students to gain an understanding of one of the core sectors of the tourism industry.                                                                                                | • types and facilities  
• rating systems  
• locations  
• meeting client needs  
• occupancy rates  
• terminology                                                                                                                               | Tourism as a Business                                          |
| Tourist transportation                     | This topic, another of the core industry sectors, looks at tourist transportation, and associated facilities and infrastructure.                                                                            | • types — car, coach, air, rail, sea  
• fare basis  
• arrival and departure procedures  
• infrastructure — highways, ports, airports, rail links  
• reading timetables  
• codes  
• availability  
• future trends                                                                                                                              | Nature of Tourism  
Tourism as a Business                                          |
<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
<th>Suggested content</th>
<th>Possible links with study area core</th>
</tr>
</thead>
</table>
| Distribution of tourism and travel products | This topic examines the components of the tourism distribution system and the roles played by various organisations within the system. | • role and functions of operators  
• diversity of packages  
• components, e.g. supplier, wholesaler, retailer, consumer  
• costing  
• legalities  
• operators | Tourism as a Business |
| Workplace health and safety                | This topic examines the responsibilities and obligations of employers and employees in maintaining a safe tourism workplace. This topic could easily be combined with “The work environment” topic. | • policies, plans and procedures  
• medical assistance/first aid  
• emergency situations  
• personal hygiene and grooming | Tourism as a Business |
| The work environment                       | This topic looks at creating a safe, efficient, productive and satisfying work environment and could easily be combined with the “Occupational health and safety” topic. | • team work  
• office layout  
• interpersonal skills  
• work schedules and meeting deadlines  
• customer relations  
• productive diversity | Tourism as a Business |
| Tour guiding                               | This topic allows students, through a practical approach, to gain the knowledge and skills to conduct a tour, and answer client questions. | • interpretation of product  
• research and scripting  
• use of microphone  
• oral communication  
• body language | Tourism Information |

Tourism as a Business:  
- workplace, health & safety  
- personal presentation  
- equal employment opportunities (EEO)  
- industrial relations  
- induction

Tourism Information:  
- interpersonal skills  
- personal presentation  
- handling client questions  
- arrival and departure procedures
<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
<th>Suggested content</th>
<th>Possible links with study area core</th>
</tr>
</thead>
</table>
| Tourism and the natural        | This topic looks at the importance of the natural environment to tourism and  | • product knowledge  
| environment                    | the measures necessary to manage it.                                        | • interactions in the natural environment  
|                                |                                                                             | • tourist numbers and impacts  
|                                |                                                                             | • fragile areas  
|                                |                                                                             | • awareness  
|                                |                                                                             | • code of ethics  
|                                |                                                                             | • sustainable tourism  
|                                |                                                                             | • national parks  
|                                |                                                                             | • world heritage areas  
|                                |                                                                             | • hints, tips and warnings  
|                                |                                                                             | • minimal impact structures — boardwalks etc.                                 |
| Careers in tourism             | This topic gives students an awareness of both the avenues for employment   | • service industry  
|                                | in the industry and the training requirements.                              | • career paths  
|                                |                                                                             | • employment trends  
|                                |                                                                             | • breadth of industry  
|                                |                                                                             | • education, training and accreditation |
|                                |                                                                             | • duties and responsibilities  
|                                |                                                                             | • application forms, letters  
|                                |                                                                             | • skills and qualifications required — goal setting, interview and telephone  
|                                |                                                                             | techniques, résumé writing |
| Cultural awareness             | This topic looks at the importance of cultural awareness in developing      | • indigenous tourism  
|                                | customer relations and being a good tourist.                                | • cultural diversity  
|                                |                                                                             | • sensitivity  
|                                |                                                                             | • religious and cultural beliefs  
|                                |                                                                             | • cultural differences in the workplace |
|                                |                                                                             | • Australia’s cultural identity  
|                                |                                                                             | • client requirements  
|                                |                                                                             | • cultural implications of emerging markets  
|                                |                                                                             | • negotiation |
| Overseas destinations           | This topic looks at where Australians travel, why, what they do, and the     | • location  
|                                | impact they have. This topic could complement the topics “How to be a       | • 24-hour clock  
|                                | good tourist”, “Travel on a budget”, and “Current tourism issues”.          | • time zones  
|                                |                                                                             | • customs, immigration and visa requirements  
|                                |                                                                             | • hot spots  
|                                |                                                                             | • trends and statistics  
|                                |                                                                             | • attractions, accommodation, and transport  
|                                |                                                                             | • religions and culture  
|                                |                                                                             | • health  
<p>|                                |                                                                             | • legal and ethical requirements |
|                                |                                                                             |                                                 | Global Tourism                      |
|                                |                                                                             |                                                 | Nature of Tourism                   |
|                                |                                                                             |                                                 | Tourism Information                 |
|                                |                                                                             |                                                 | Tourism as a Business               |
|                                |                                                                             |                                                 | Global Tourism                      |
|                                |                                                                             |                                                 | Nature of Tourism                   |</p>
<table>
<thead>
<tr>
<th>Topics</th>
<th>Description</th>
<th>Suggested content</th>
<th>Possible links with study area core</th>
</tr>
</thead>
</table>
| Australian destinations and attractions     | This topic looks at top Australian destinations and their significance for both international and domestic markets. | • location geography  
• attractions, accommodation, and transport  
• time zones, daylight saving  
• trends and statistics  
• impacts  
• export earning  
• history  
• information sources  
• emerging and established destinations | Global Tourism                                                               |
| Regional destinations                       | This topic looks at regional destinations within Australia and their significance for both international and domestic markets. It could involve a case study of a particular regional destination, e.g. outback Queensland. | • location geography  
• attractions, accommodation, and transport  
• trends and statistics  
• information sources  
• impacts  
• history  
• Indigenous tourism  
• cultural awareness  
• economic diversification  
• regional tourism organisations | Global Tourism                                                               |
| Destination and product lifecycles         | This topic looks at the stages of the tourism destination lifecycle — development, growth, maturity and decline. | • criteria for development  
• criteria for successful operation  
• peak periods  
• statistical analysis  
• sustainable tourism  
• fads, fashions and trends  
• infrastructure  
• changing tourist needs and expectations  
• competitive market place | Nature of Tourism  
Tourism as a Business |
| Current events and issues affecting tourism | This topic looks at current events and issues and how they impact on the travel and tourism industry. | • hazards and disasters  
• political changes  
• hot spots  
• trends  
• employment statistics  
• media reports  
• health warnings  
• terrorist activity  
• marketing  
• images in the media | Global Tourism  
Nature of Tourism |

21
Table 3: Sample program of study organisation plan
(Designed to be matched and read with Table 4: Sample program of study assessment plan)

<table>
<thead>
<tr>
<th>Sem. no.</th>
<th>Topic no.</th>
<th>Unit titles/elective topics</th>
<th>Study area core</th>
<th>Time (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introduction to tourism</td>
<td>Global Tourism — major tourism-generating regions of the world</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nature of Tourism — what is tourism?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism as a Business — economics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Tourists — who are they?</td>
<td>Nature of Tourism — who are tourists?</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Past and present patterns of tourism</td>
<td>Nature of Tourism — tourism within the local community</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism Information — information sources; use of technology; tourism data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism as a Business — industry</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Overseas destinations</td>
<td>Global Tourism — major tourist destinations of the world</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism Information — marketing and promotion as a source of information; vital and general tourist information</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Australian destinations and attractions</td>
<td>Global Tourism — major tourism destinations of the world</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Tourism and the developing world</td>
<td>Global Tourism — major areas of limited tourism</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nature of Tourism — sustainable tourism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism Information — marketing and promotion as a source of information; vital and general tourist information</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>Travel on a budget</td>
<td>Global Tourism — major tourism destinations of the world</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism Information — use of technology; marketing and promotion; vital and general tourist information</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Customer relations</td>
<td>Tourism Information — information delivery; communication and interpersonal skills</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tourism as a Business — careers</td>
<td></td>
</tr>
</tbody>
</table>
Table 4: Sample program of study assessment plan
(Designed to be matched and read with Table 3: Sample program of study organisation plan.)

<table>
<thead>
<tr>
<th>Sem. no.</th>
<th>Instrument no.</th>
<th>Topic no.</th>
<th>Technique employed (test, practical work, oral etc.)</th>
<th>Time/length</th>
<th>Formative/Summative</th>
<th>Criteria assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>K&amp;U   R  C</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Folio of articles</td>
<td>4 weeks</td>
<td>F</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>Site visit report</td>
<td>1 week</td>
<td>F</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1, 2</td>
<td>Short response task</td>
<td>60 min</td>
<td>F</td>
<td>Y     Y</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>Response to stimulus — television program</td>
<td>3 weeks</td>
<td>F</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>Site visit report</td>
<td>1 week</td>
<td>F</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>Brochure with seminar presentation</td>
<td>4 weeks; 4–5 mins</td>
<td>F</td>
<td>Y     Y</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>5</td>
<td>Tour commentary</td>
<td>3 weeks; 5 min presentation</td>
<td>S</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>6</td>
<td>Written response: Essay</td>
<td>4 weeks 500–600 words</td>
<td>S</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>5, 6</td>
<td>Response to stimulus — case study</td>
<td>2 weeks</td>
<td>S</td>
<td>Y     Y</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>7</td>
<td>Project: Prepare case study of a tourism business</td>
<td>4 weeks; 500–600 words</td>
<td>S</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>7</td>
<td>Site visit report</td>
<td>1 week</td>
<td>S</td>
<td>Y     Y</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>8</td>
<td>Roleplay — customer relations skills</td>
<td>5 min</td>
<td>S</td>
<td>Y     Y</td>
</tr>
</tbody>
</table>
4. Learning experiences

Learning experiences should provide variety, challenge and reward, since they are vital to maintaining student interest and ensuring that all objectives are achieved.

Wherever possible, learning experiences should be conducted within simulated and/or real tourism situations, and should create opportunities for the modelling and practice of tourism language and procedures.

To be effective, learning experiences must:
- suit the particular interests and abilities of students
- relate to the aims and objectives of the study area specification
- provide challenge and stimulation
- vary in content, duration and degree of difficulty
- include activities which incorporate a progression of skill components ranging from the simple to the complex in both written and practical tests
- provide opportunity for the development and practice of acceptable language and communication skills — verbal and nonverbal
- provide for a variety of teaching and learning styles
- allow for students to assist in planning and organising the activities
- provide for a variety of teaching and learning styles

In the program of study, student learning should be practical in focus. The following list of learning experiences provides a sample of a range of student activities that have direct application to Tourism. It also indicates effective means of incorporating the teaching and learning of the study area core, and elective topics in the two-year program of study.

4.1 Written responses
- designing a travel itinerary for a particular client
- maintaining and updating records
- preparing brochures
- preparing and presenting commentaries
- designing questionnaires, and conducting surveys and interviews

4.2 Workplace activities
- practising hygienic and safe working practices
- carrying out a variety of office procedures in a work or simulated work environment e.g. using a phone, copier and fax machine; keeping simple financial records; maintaining files; completing forms
- developing personal and/or team work schedules
- estimating, costing and ordering for given tasks
- observing and giving demonstrations of techniques and skills
- liaising with industry
- participating in structured work experience or work “shadowing”
4.3 Site visits
- visiting and comparing different kinds of tourist attractions, e.g. natural and built attractions
- completing work booklets based on observation and surveys of particular attractions or sites
- attending presentations by on-site speakers

4.4 Roleplays
- successful and unsuccessful customer relations via phone, personal contact, client appointment
- an acceptable professional image
- complex customer requests for travel and holiday arrangements or other services provided by tourism operators
- clients with special needs and interests
- dealing with customer problems and complaints

4.5 Computing tasks
- producing and publishing brochures and advertising materials which mirror successful industry models
- using computers for accessing and storing information
- generating formula letters confirming bookings etc., using the standard business-letter format
- producing maps of intrastate and interstate destinations using acceptable icons and codes to describe facilities

4.6 Non-written tasks
- preparing and delivering radio and television voice-overs promoting tourist attractions or events
- interacting with guest speakers
- presenting a seminar followed by question–answer segment with audience
- debating issues related to tourism development, for example establishing new resorts
- preparing a cartoon strip
- preparing a TV documentary
- conducting a guided tour of the school as a tourist site, highlighting historical, environmental, recreational, social, and educational features
- negotiating the price of a tourism package for a group
- developing a video, website or computer program which is interpretative and interactive.
5. Assessment

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then is an integral aspect of a course of study. It can be formative or summative. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students’ strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks, under appropriate conditions. So that students can prepare it may be that feedback on any early assessment tasks can be used in a formative sense also to assist students’ preparation for later assessment tasks.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments/tasks to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students’ achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

5.1 Underlying principles of exit assessment

The policy on exit assessment requires consideration to be given to the following principles when devising an assessment program for the two-year course of study.

- Information is gathered through a process of continuous assessment.
- Balance of assessments is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.

These principles are to be considered together and not individually in the development of an assessment program. Exit assessment must satisfy concurrently the six principles associated with it.

5.1.1 Continuous assessment

The major operating principle is “continuous assessment”. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and
latest information exist and operate.

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout a two-year course of study.

Decisions about levels of achievement are based on information gathered, through the process of continuous assessment, at points in the course of study appropriate to the organisation of the learning experiences. Levels of achievement must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

5.1.2 Balance

Balance of assessments is a balance over the course of study and not necessarily a balance within a semester or between semesters.

Within the strand course it is necessary to establish a suitable balance in the general objectives, assessment techniques and instruments/tasks, conditions and across the criteria. The exit criteria are to have equal emphasis across the range of summative assessment. The exit assessment program must ensure an appropriate balance over the course of study as a whole.

5.1.3 Mandatory aspects of the syllabus

Judgment of student achievement at exit from a course of study must be derived from information gathered about student achievement in those aspects stated in the study area specification as being mandatory, namely

- the general objectives of Knowledge and understanding, Reasoning, and Communication and
- the study area core.

The exit criteria and standards stated for the strand must be used to make the judgment of student achievement at exit from a course of study.

5.1.4 Significant aspects of the course of study

Significant aspects refer to those units/electives/contexts that the school selects in accordance with the particular structure of the strand. Significant aspects can complement mandatory aspects or be in addition to them. They will be determined by the context of the school and the needs of students at that school to provide choice of learning experiences appropriate to the location of the school, the local environment and the resources available.

The significant aspects must be consistent with the general objectives of the study area specification and complement the developmental nature of learning in the strand course.

5.1.5 Selective updating

In conjunction with the principle of fullest and latest information, information on student achievement should be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and operates within the context of continuous assessment. As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. The information therefore should be selectively and continually updated (not averaged) to accurately reflect student achievement.

The following conceptions of the principle of selective updating apply:

- a systemic whole subject-group approach, in which considerations about the whole group of
students are made according to the developmental nature of the course and, in turn, the assessment program. In this conception, developmental aspects of the course are revisited so that later summative assessment replaces earlier formative information.

- an act of decision-making about individual students — deciding from a set of assessment results the subset which meets study area specification requirements and typically represents a student’s achievements, thus forming the basis for a decision about a level of achievement. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. However, the subset which represents the typical achievement of a student must conform to the parameters outlined in the school’s study plan for the strand.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments where achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

5.1.6 Fullest and latest information

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available. This information is recorded on a student profile. ‘Fullest’ refers to information about student achievement gathered across the range of general objectives. ‘Latest’ refers to information about student achievement gathered from the most recent period in which the general objectives are assessed. As the assessment program in a strand is developmental, fullest and latest information will most likely come from Year 12.

Information recorded on a student profile will consist of the latest assessment data on mandatory and significant aspects of the course, which includes the data gathered in the summative assessment program that is not superseded.

5.2 Exit criteria

Three assessment criteria apply to Tourism:

- Knowledge and understanding
- Reasoning
- Communication.

All criteria are of equal weighting in determining a student’s exit level of achievement.

5.2.1 Knowledge and understanding

Knowledge and understanding is concerned with the specific content of the study area core and the knowledge contained in the elective topics selected.

The criterion consists of two dimensions:

- Knowledge — the ability to name, match, label, list, define, state and describe factual information
- Understanding — the ability to illustrate, explain, identify, and summarise relevant facts, concepts, key ideas and principles.
5.2.2 Reasoning

*Reasoning* is concerned with the examination and analysis of problems and issues as they apply in tourism contexts.

Reasoning refers to the student’s ability to collect, analyse and interpret information. It includes the ability to apply existing knowledge, techniques and procedures, and to plan and organise activities and use problem-solving strategies within tourism contexts and familiar situations.

5.2.3 Communication

*Communication* involves the presentation of information in written and non-written forms for intended audiences. This includes organising and presenting information, using suitable terminology, relevant modes, forms and styles of communication, and effective interpersonal skills.

5.3 Suggested assessment techniques

To measure achievement levels in each criterion, a variety of assessment techniques should be used. The techniques shown here should be used to measure student achievement in terms of all the assessment criteria.

- **Observation** involves teachers observing students in contexts related to work, community and leisure. This occurs continually as part of the teaching and learning process and can be used to gather a broad range of information about students’ learning.
- **Consultation** involves teachers conferring with students, and can be used to verify evidence gathered using other techniques.
- **Focused analysis** involves teachers examining students’ responses to tasks or learning experiences in detail. It provides detailed evidence of students’ demonstrations of learning.
- **Self assessment and peer assessment** involve students in developing evaluative expertise to assess their own work and the work of their peers.

Examples of tasks that students could complete for assessment include the following:

5.3.1 Short responses

These could include all “closed questions” (those to which there is a limited or precise response), and structured short-answer questions. Some examples include:

- multiple-choice questions
- alternative response
- matching/classification
- definition of terms
- tasks requiring short answers or paragraph responses
- costing/estimation exercises
- tasks requiring use of graphs, tables, diagrams, statistics or mathematical calculations.
5.3.2 Written responses

This technique includes questions requiring responses of more than one paragraph and can include “structured” or “open” items, that is, those having a range of possible responses. For example:

- short letters, memos, fliers, résumés etc.
- extended writing, e.g. essays, commentaries, reports, brochures
- folios.

5.3.3 Response to stimulus tasks

Stimulus materials may take a wide variety of forms, and tasks set from them may vary in length, from a series of short answers in response to specific questions, to a piece of extended writing, such as a research report, using a variety of sources.

This is a technique that requires responses to source materials such as case studies, newspaper and media articles, television programs, websites, industry literature, guest speakers, site visits, statistics and legislation.

5.3.4 Project and practical work

This technique includes tasks and activities completed individually or in groups, such as:

- practical demonstrations in a simulated or real workplace
- simulated industry situations
- site-visit reports
- estimating, costing and ordering for given tasks
- folio presentations
- presentation of documents using relevant technologies
- development of a video or website.

5.3.5 Non-written presentations

Non-written presentations may take a variety of forms, including:

- seminar presentations
- debates
- roleplays
- interviews
- multi-media/multi-modal presentations.
5.4 Determining exit levels of achievement

On completion of the program of study, the school must award a global standard to each of the three exit criteria, based on the principles of assessment described in this study area specification. The standards are described in Table 6. These global standards will then be used to determine each student’s exit level of achievement as indicated in Table 5.

The seven key competencies‡ referred to in the Rationale are embedded in the descriptors of the standards matrix (Table 6).

Table 5: Minimum requirements for exit levels of achievement

<table>
<thead>
<tr>
<th>Exit Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High Achievement</td>
<td>Standard A in two criteria with no less than a standard B in the remaining criterion</td>
</tr>
<tr>
<td>High Achievement</td>
<td>Standard B in two criteria with no less than a standard C in the remaining criterion</td>
</tr>
<tr>
<td>Sound Achievement</td>
<td>Standard C in two criteria with no less than a standard D in the remaining criterion</td>
</tr>
<tr>
<td>Limited Achievement</td>
<td>At least two standard D results</td>
</tr>
<tr>
<td>Very Limited Achievement</td>
<td>Standard E in two criteria</td>
</tr>
</tbody>
</table>

‡ KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.
Table 6: Standards associated with exit criteria

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>The student: • recalls and describes an extensive range of factual information related to tourism  • demonstrates a comprehensive understanding of major facts, concepts, key ideas and principles relevant to tourism</td>
<td>The student: • recalls and describes a substantial range of factual information related to tourism  • demonstrates understanding of major facts, concepts, key ideas and principles relevant to tourism</td>
<td>The student: • recalls and describes some information related to tourism  • demonstrates understanding of some major facts, concepts, key ideas and principles relevant to tourism</td>
<td>The student: • recalls some information related to tourism  • demonstrates understanding of some basic facts and concepts relevant to tourism</td>
<td>The student: • recalls some basic information related to tourism</td>
</tr>
<tr>
<td>Reasoning</td>
<td>The student: • consistently demonstrates the ability to collect, analyse and interpret tourism information  • consistently applies existing knowledge, techniques and procedures to plan and organise activities  • independently uses problem-solving strategies.</td>
<td>The student: • usually demonstrates the ability to collect, analyse and interpret tourism information  • usually applies existing knowledge, techniques and procedures to plan and organise activities  • requires occasional guidance to use problem-solving strategies.</td>
<td>The student: • demonstrates some ability to collect and interpret tourism information  • sometimes applies existing knowledge, techniques and procedures to plan and organise activities  • uses problem-solving strategies with guidance.</td>
<td>The student: • sometimes collects and interprets tourism information  • attempts to plan and organise activities  • attempts to use problem solving strategies.</td>
<td>The student: • occasionally interprets some tourism information.</td>
</tr>
<tr>
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</tbody>
</table>
| Communication | The student:  
- consistently and effectively organises and presents information in a clear, concise and fluent manner  
- successfully uses the most appropriate modes, forms and styles of communication  
- demonstrates initiative and confidence in the use of effective interpersonal skills. | The student:  
- consistently organises and presents information in a clear and fluent manner  
- uses appropriate modes, forms and styles of communication on most occasions  
- demonstrates effective interpersonal skills on most occasions. | The student:  
- organises and presents information with some clarity and fluency  
- generally uses appropriate modes, forms and styles of communication  
- demonstrates some effective interpersonal skills. | The student:  
- presents some information in a clear manner  
- uses appropriate modes, forms and styles of communication on some occasions  
- attempts to use some interpersonal skills. | The student:  
- attempts to present some information  
- requires constant encouragement or supervision to use interpersonal skills. |
6. Language education

It is the responsibility of all teachers to develop students’ language skills and to monitor their progress in using language. This responsibility entails developing students’ abilities to understand what they read and hear, and to communicate this information in acceptable and effective language when they speak and write about the subject matter.

Teachers should assist students to:
- develop reading skills particular to tourism materials such as pamphlets, brochures, timetables, schedules and maps
- use industry terminology correctly
- use correct language conventions related to grammar, spelling, punctuation and layout
- use acceptable conventions for diagrams, graphs and information technology related to tourism
- select and sequence information in a variety of forms such as commentaries, procedures, descriptions, reports and explanations
- check and use correct pronunciation of the names of people and places.

Students should be encouraged to use language in a meaningful way for different purposes in different contexts and for a variety of audiences. Opportunities should be provided for students to access, process and present information in a range of forms and media as suggested in the Table 7 below.

Table 7: Language sources, purposes and formats

<table>
<thead>
<tr>
<th>Drawing upon sources of information such as:</th>
<th>Using language for:</th>
<th>Presenting information in forms such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>observations</td>
<td>restating information</td>
<td>formal reports</td>
</tr>
<tr>
<td>demonstrations</td>
<td>reporting results</td>
<td>letters</td>
</tr>
<tr>
<td>experiments</td>
<td>delivering informing</td>
<td>abstracts</td>
</tr>
<tr>
<td>textbooks</td>
<td>arguing a proposition</td>
<td>reviews</td>
</tr>
<tr>
<td>handbooks</td>
<td>explaining a relationship</td>
<td>précis</td>
</tr>
<tr>
<td>manuals</td>
<td>proposing action</td>
<td>discussions</td>
</tr>
<tr>
<td>product brochures</td>
<td>defending a position</td>
<td>short-response</td>
</tr>
<tr>
<td>computer files</td>
<td>justifying a stand</td>
<td>oral presentations</td>
</tr>
<tr>
<td>journal articles</td>
<td>evaluating an argument</td>
<td>demonstrations</td>
</tr>
<tr>
<td>magazines</td>
<td>developing an idea</td>
<td>audiovisual presentations</td>
</tr>
<tr>
<td>newspaper articles</td>
<td>persuading</td>
<td>charts</td>
</tr>
<tr>
<td>advertisements</td>
<td>describing a process</td>
<td>brochures</td>
</tr>
<tr>
<td>videos/films</td>
<td>identifying/recognising</td>
<td>discussions</td>
</tr>
<tr>
<td>lectures</td>
<td>listening/responding</td>
<td>seminars</td>
</tr>
<tr>
<td>interviews</td>
<td>collecting</td>
<td>pamphlets</td>
</tr>
<tr>
<td>discussions</td>
<td>selecting</td>
<td>graphs</td>
</tr>
<tr>
<td>World Wide Web.</td>
<td>listing</td>
<td>diagrams</td>
</tr>
<tr>
<td></td>
<td>classifying</td>
<td>sketches</td>
</tr>
<tr>
<td></td>
<td>sequencing</td>
<td>models</td>
</tr>
<tr>
<td></td>
<td>explaining/describing analysing</td>
<td>conversations</td>
</tr>
<tr>
<td></td>
<td>analysing</td>
<td>photographs/captions</td>
</tr>
<tr>
<td></td>
<td>solving problems</td>
<td>electronic media.</td>
</tr>
<tr>
<td></td>
<td>reaching conclusions.</td>
<td></td>
</tr>
</tbody>
</table>
7. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space, statistics and measurement, e.g. distances on maps, time differences
- extract, convert or translate information given in numerical forms, diagrams, maps, graphs or tables, e.g. interpret tourism data; interpret maps and timetables; analyse statistics relating to visitor numbers and flows
- calculate and apply numeric procedures, e.g. calculate departure, arrival and journey times; prepare itineraries; calculate currency exchange; cost products; apply rates and tariffs
- make use of calculators and computers
- use skills or apply concepts from one problem or one study area to another.

In all strands, students should be encouraged to develop their understanding and to learn through the incorporation, to varying degrees, of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of the strands.

The distinctive nature of a strand may require that new mathematical concepts are introduced and new skills developed to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment. In many cases, however, it will be a matter of teachers having to encourage the use of quantitative skills and understandings that were developed previously by their students. Within suitable learning contexts and experiences in the strand, opportunities should be provided for revising, maintaining and extending such skills and understandings.
8. Educational equity

*Equity* means fair treatment of all. In developing work programs from this syllabus, schools are urged to consider the most suitable means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Teachers should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, where appropriate, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter.

In choosing suitable learning experiences teachers should, where possible, introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions to society of females and males and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students.

The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this study area specification. The study area specification criteria and standards should be applied in the same way to all students.

Teachers may find the following resources useful for devising an inclusive work program:

9. Resources

The selection of resource material to support a course in Tourism will be governed to some extent by local factors. Schools should draw upon their own resources and local facilities as well as from the range of resources described below.

9.1 Text and reference books

A wide variety of textbooks and resource materials are available that could be used as sources of information about tourism. Book suppliers provide information regarding current publications.

9.2 World Wide Web

Many interactive and static web sites can be used to enhance a course of study in Tourism, and often include useful resources. Some particularly useful sites include:

- www.tq.com.au Tourism Queensland provides very useful links to a wide range of research, data and resources, including the Tourism Skills Development Guide and the Tourism, Culture and Change Education Module.
- www.resourcegenerator.gov.au Resource Generator
- www.atpl.net.au Australian Training Products Ltd.
- www.waksberg.com/research.htm Links to many international tourism resources
- http://libguides.murdoch.edu.au/tourism Links to Australian and international tourism resources

9.3 Newspaper reports

Some newspapers carry regular pages, columns and features about tourism. Local papers can also be a source of useful data. The compilation of news files on particular topics can broaden the knowledge base of students, and provide a valuable source of material for developing assessment instruments.

9.4 Periodicals

Journals and periodicals provide current, relevant information. Journals and periodicals relevant to tourism may include:

- Tourism on Q
- TQ News
- International Visitors Survey
- Survey of Tourist Arrivals
- Overseas Arrivals and Departures Data

School librarians should be able to provide assistance with identifying and locating other periodicals.

9.5 Electronic media and learning technology

A wide range of videos, DVDs and television recordings are available on a variety of topics related to tourism. A variety of computer software programs and CD-ROMs may be useful for a course in Tourism, both as learning tools, to gain access to information presented in a variety of forms, and to assist students in gaining ICT skills. Educational program distributors and tourism organisations are able to supply updated resource lists.
9.6 Organisations and community resources

A variety of government and community organisations provide personnel, advice, resources and information to assist in constructing and implementing a course in Tourism. Some of these include:

- Tourism Queensland  www.tq.com.au
- Tourism Training Australia  www.tourismtraining.com.au
- Service Industries Skills Council  www.serviceskills.com.au