

2001 HSC Notes from
the Examination Centre
Tourism

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2001 HSC NOTES FROM THE EXAMINATION CENTRE TOURISM

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Tourism. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Tourism.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are available on the Board of Studies website.

In 2001 a total of 594 candidates sat the examination in Tourism.

Section I – Multiple Choice Questions

Answers to the multiple choice questions are as follows:

Question	Correct Response
1	B
2	C
3	C
4	D
5	A
6	B
7	A
8	A

Question	Correct Response
9	B
10	D
11	C
12	C
13	B
14	A
15	D

Section II

General Comments

In general, the candidates' responses lacked sufficient detail to answer the question effectively.

Specific Comments

Question 16

- (a) The question provided a copy of a cheque from a client for payment of a tour. It asked the students, ‘What information would the agency require to be written on the client’s receipt?’.

The responses tended to list three or four items required on a client’s receipt. While candidates generally understood the requirements of the question, they tended to list only a few items and expand on these rather than give a comprehensive understanding of all elements required on a receipt.

- (b) The students were asked to ‘Discuss the importance of conducting accurate and secure financial transactions in a tourism business’.

In this part most responses included only one or two reasons for conducting accurate and secure financial transactions and did not demonstrate sufficient breadth of knowledge and understanding. In general, the responses did not address the issues of both security and accuracy as two different requirements of the question.

Question 17

Candidates demonstrated an awareness of OH&S issues but had difficulty applying this understanding to the question. Candidates needed to demonstrate an understanding of the implications for the employer, society and employees in relation to OH&S issues. Most responses focused on the implications for the individual and the employer and demonstrated a weakness in the area of implications for society, often confusing this with social issues. Some candidates responded by describing the correct techniques and procedures for lifting heavy items in the workplace, rather than discussing the implications.

Question 18

General Comments

This practical question required candidates to read and refer to stimulus material and to apply terminology and a knowledge of procedures to obtain the correct answers.

Specific Comments

- (a) Was very well answered with most of the candidates having a good understanding of brochure validity.
- (b) (i) Responses to this part showed that most candidates knew from which section of the ‘booking conditions’ to extract the answer about penalties. While there were two penalties possible, many candidates stated only one.

- (ii) This response required the candidates to correctly identify a tour cost for each member of a party of six and then total the cost. Students needed to refer to the stimulus material and to apply rules and knowledge learned to obtain the correct answer, using mathematical principles. A large range of responses showed that while most of the candidates could identify discounts and apply mathematical principles, they did not have the skills or experience to group the family members correctly to obtain the cheapest total fare as required. Many responses calculated the total fare for the family assuming that they were all staying in one room.

Question 19

In this question while many candidates demonstrated an understanding of good customer service and had an understanding of welcome home letters, there was a weakness in applying standard business layout. Most candidates produced logical and structured responses. They showed a sound understanding of elements of good customer service and referred to the survey. While most candidates showed an understanding of written correspondence techniques, some were not appropriately formatted.

Question 20

General Comments

Part (a) of this question required students to be able to locate and label four geographic places on a world map. Part (b) required students to identify climatic characteristics of three cities by recognising and associating a city location with a climate. The responses to both of these parts produced a large range of responses with the weaker responses lacking accurate and precise detail.

Specific Comments

- (a) The responses to this part showed a range a varying methods of locating and labelling places on a map of the world. Some students coloured, arrowed, drew lines or numbered their responses. Many of the answers did not effectively locate the required place on the map. Many responses, for example, located the place of Greenwich but not the Greenwich Meridian, as required. Some candidates appeared confused by the projection of the map, resulting in incorrect answers.
- (b) This part of the question produced a range of responses. Stronger responses could clearly identify the climatic characteristics of each of the nominated places. Weaker candidates were unable to associate a place on a map with particular climatic characteristic.

Question 21

The responses to this question required candidates to discuss the potential challenges and opportunities that could arise in a culturally diverse workplace. Many candidates showed an understanding and application of multiculturalism and cross-cultural communication techniques. The responses were well answered with most candidates demonstrating a good understanding of the demands of the question and addressing both the potential challenges and opportunities that could arise in a culturally diverse workplace.

Section III

Question 22

The responses to this question generally demonstrated a good knowledge of the tourism industry sectors and an understanding of how individual sectors function. Weaker candidates did not demonstrate an understanding of the interrelationships between sectors. Stronger responses displayed sound knowledge of the sectors and their functions and current industry trends and terminology. Interrelationships and linkages were addressed in only the very best responses. Weaker responses used a range of outdated names for the sectors of the tourism industry.

Question 23

This question attracted a broad range of responses. Many candidates responded to this question in terms of dealing with difficult customers and gave a range of strategies to overcome communication and cultural difficulties. Only a minority of responses covered communication and cultural difficulties in the context of dealing with difficult customers and applying product knowledge. The candidates' responses demonstrated a thorough understanding of either communication or cultural difficulties and a range of strategies emerged to overcome these difficulties. Often the response was affected by the interpretation of the question by the candidate. The responses often focused on either communication, cultural or customer service difficulties but lacked an application to industry and the requirements of the position. Many candidates experienced difficulty in producing a cohesive and holistic response that drew on multiple units of competence.

Question 24

This question attracted the least number of responses from the extended responses section of this paper. Many of the responses focused on the need for good customer service by aiming to please the customer to gain repeat business and future sales. Few responses demonstrated an understanding or justification of economic or industry arrangements or implications. The weaker responses repeated the information contained in the stimulus material verbatim and simply compared the information contained in the texts. The memorandum format required was varied and poorly addressed.

The responses lacked a holistic approach that brought together several units of competence. Many responses focused on only a few aspects of the two products presented in the stimulus material. They calculated the actual differences in commission to their business yet failed to justify the implications of these differences.

Many weaker responses focused on specific comparative examples and took a client focus rather than a business one.

Tourism

2001 HSC Examination Mapping Grid

Question	Marks	Unit of Competency	Element of Competency
Section I			
1	1	THHGGA01A	Respond to incoming telephone calls
2	1	THHCOR01A	Communicate in the workplace
3	1	THHCOR03A	Provide feedback on health, safety & security
4	1	THHCOR02A	Communicate with customers and colleagues for diverse backgrounds
5	1	THTTCO01A	Seek information on the tourism industry
6	1	THHGGA02A	Maintain document systems
7	1	THHGCT01A/2A	<ul style="list-style-type: none"> Retrieve & amend data Save, edit & shutdown
8	1	THHGFA01A/ THHBFO05A	Reconcile takings
9	1	THHGFA01A/ THHBFO05A	Reconcile takings
10	1	THTTCO01A	Seek information on the tourism industry
11	1	THTSOP03A	Identify and access product information
12	1	THTTCO01A	Seek information on the tourism industry
13	1	THTTG01A	Seek information on the tourism industry
14	1	THHCOR01A	Work in a team
15	1	THTSOP02A	Update destination knowledge
Section II			
16 (a)	2	THHGFA01A/ THHBFO05A	Process receipts and payments
16 (b)	4	THHGFA01A/ THHBFO05A	Process receipts and payments
17	4	THHCOR03A	Follow workplace procedures on health, safety and security
18 (a)	1	THTSOP03A	Interpret product information
18 (b) (i)	2	THTSOP03A	Interpret product information
18 (b) (ii)	3	THTSOP03A	Interpret product information
19	8	THHGGA02A	Draft correspondence
20 (a)	2	THTSOP02A	Develop destination knowledge
20 (b)	3	THTSOP02A	Develop destination knowledge
21	6	THHCOR02A	Deal with cross cultural misunderstandings
Section III			
22	15	THTTCO01A	Seek information on tourism industry
23	15	THHCOR01A THHCOR02A THTSOP02A	<ul style="list-style-type: none"> Provide assistance to internal /external customers communicate with customers and colleagues from diverse backgrounds
24	15	THTSOP02A THTSOP03A THTTCO01A THHGGA02A	<ul style="list-style-type: none"> Provide destination information & advice Provide product advice Draft correspondence

2001 HSC Tourism—Sales/Office Operations Marking Guidelines

Question 16 (6 marks)

Units of competency assessed: THHGFA01A/THHBF005A

(a)

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies all the information on the client's receipt to maintain efficient records 	2
<ul style="list-style-type: none"> Identifies at least 5 items from the list below 	1

(b)

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the importance of conducting accurate and secure financial transactions by identifying relevant information relating to both aspects of the question, ie accuracy and security Discusses both the requirements and the implications of not following these requirements 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the importance of conducting accurate and secure financial transactions by identifying a range of requirements relating to both accuracy and security 	2–3
<ul style="list-style-type: none"> Identifies at least two valid requirements 	1

Question 17 (4 marks)*Units of competency assessed: THHCOR03A***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the implications of incorrect lifting technique by identifying a range of implications for the individual, employer and society	4
• Demonstrates some understanding of the costs of incorrect lifting practices by identifying a range of implications relating to at least 2 categories	2–3
• Clearly identifies at least two valid implications	1

Question 18 (6 marks)*Units of competency assessed: THTSOP03A*

(a)

MARKING GUIDELINES

Criteria	Marks
• Provides an accurate and complete explanation of the term ‘brochure validity’	1

(b) (i)

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the penalties relating to both cancellation and amendment fees	2
• Identifies one of the above	1

Question 18 (continued)

(b) (ii)

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies 18 year old as adult Correctly identifies and applies all the available discounts, ie rooms 2 children with the 2 adults for maximum 25% discount and rooms the third child with the 18 year old (adult) for the 15% discount Performs all the calculations accurately 	3
<ul style="list-style-type: none"> Identifies 18 year old as adult Identifies at least one available discount Applies mathematical principles appropriately 	2
<ul style="list-style-type: none"> Identifies at least one available discount Calculates a total price that includes all 6 family members 	1

Question 19 (8 marks)

Units of competency assessed THHGGA02A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Composes an appropriate letter of welcome that refers to the customer survey Composes a logical and well structured response Consistently applies the rules of spelling, grammar and punctuation and appropriate business letter format Demonstrates a sound understanding of the elements of good customer service in written correspondence 	7–8
<ul style="list-style-type: none"> Composes an appropriate letter of welcome that refers to the survey Composes a structured response Generally applies the rules of spelling, grammar and punctuation and business letter format Demonstrates some understanding of the elements of good customer service in written correspondence 	5–6
<ul style="list-style-type: none"> Composes a letter of welcome Demonstrates some evidence of business letter format 	3–4
<ul style="list-style-type: none"> Composes a letter of welcome that demonstrates a minimal understanding of the requirements of the task 	1–2

Question 20 (5 marks)*Units of competency assessed THTSOP02A*

(a)

MARKING GUIDELINES

Criteria	Marks
• Correctly labels all four features	2
• Correctly labels three features	1

(b)

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear understanding of the climatic characteristics of the three cities in July and December	3
• Correctly identifies two climatic characteristics of two cities in both July and December OR • A range of climatic characteristics across all three cities in both July and December	2
• Correctly identifies two climatic characteristics of one city in both July and December OR • One climatic characteristic of two cities in both July and December	1

Question 21 (6 marks)*Units of competency assessed THHCOR02A***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive and balanced understanding of the challenges and opportunities	5–6
• Demonstrates a comprehensive understanding of either the challenges and opportunities OR • Demonstrates some understanding of both	3–4
• Identifies at least TWO challenges and opportunities	1–2

Question 22 (15 marks)

Units of competency assessed: THTTCO01A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the complex interrelationship that exists among the sectors that make up the tourism industry • Applies an in-depth knowledge and understanding of how each of the four sectors function, and discusses this within the context of the tourism industry • Communicates ideas and information, integrating correct tourism industry terminology in a well-structured and cohesive response that includes relevant supporting evidence 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of tourism industry and the interrelationship among its sectors • Clearly explains the functions of four sectors and relates this to the tourism industry as a whole • Communicates ideas and information, using correct tourism industry terminology in a well-structured response that includes appropriate examples 	10–12
<ul style="list-style-type: none"> • Demonstrates an understanding of the tourism industry and some of the interrelationships between the sectors • Explains the functions of four tourism industry sectors • Communicates ideas and information using tourism industry terminology with some examples 	7–9
<ul style="list-style-type: none"> • Provides a limited explanation of the functions of four tourism industry sectors • Links the explanations in some way to an understanding of the tourism industry • Communicates ideas and information with limited use of tourism industry terminology and examples 	4–6
<ul style="list-style-type: none"> • Makes some reference to sectors within the tourism industry • May use examples from the sectors • Uses limited appropriate terminology 	1–3

Question 23 (15 marks)

Units of competency assessed THHCOR01A, THHCOR02A, THTSOP02A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of cultural differences and verbal and non-verbal communication techniques • Demonstrates an understanding of the importance of having relevant product knowledge and identifies a range of sources of relevant information • Demonstrates a perceptive understanding of the most effective means of dealing with a range of customer service issues that could arise in this context. May also identify ineffective ways of dealing with customers • Communicates ideas and information, integrating correct terminology in a well-structured and cohesive response that includes relevant supporting evidence 	13–15
<ul style="list-style-type: none"> • Demonstrates an understanding of cultural differences and verbal and non-verbal communication techniques • Demonstrates an awareness of the importance of having relevant product knowledge and identifies a range of sources of information • Refers to a range of strategies to overcome communication difficulties in this context • Communicates ideas and information, using correct terminology in a well-structured response that includes appropriate examples 	10–12
<ul style="list-style-type: none"> • Demonstrates some awareness of cultural differences and communication techniques • Makes reference to the need for the employee to have product knowledge • Identifies some strategies to overcome communication difficulties. May be a general discussion • Communicates ideas and information using appropriate terminology and examples 	7–9
<ul style="list-style-type: none"> • Demonstrates a limited awareness of cultural differences and/or communication techniques • Identifies some difficulties that may arise in communicating • Communicates ideas and information with limited use of appropriate terminology and examples 	4–6
<ul style="list-style-type: none"> • Makes reference to cultural differences and/or communication techniques • Identifies at least one difficulty in communicating • Uses limited appropriate terminology 	1–3

Question 24 (15 Marks)

Units of competency assessed: THTSOP02A, THTSOP03A, THTTCO01A, THHGGA02A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the economic impact of preferred products agreements • Accurately analyses and interprets product information from the stimulus material • Presents a logical and persuasive argument for selling the non-preferred product • Communicates ideas and information using an appropriate memorandum format and correct industry terminology 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the economic impact of preferred products agreements • Analyses and interprets product information from the stimulus material • Presents a logical argument for selling the non-preferred product • Uses memorandum format and correct industry terminology 	10–12
<ul style="list-style-type: none"> • Identifies and explains the differences between the two products acknowledging the importance of preferred products agreements • Presents a case for selling the non-preferred product that is limited to the information presented in the stimulus material • Demonstrates some understanding of format procedures for writing memorandums and uses appropriate terminology 	7–9
<ul style="list-style-type: none"> • Demonstrates a limited understanding of preferred products • Identifies some of the differences between the two products and presents an unsupported case • Demonstrates limited use of appropriate terminology and memorandum format 	4–6
<ul style="list-style-type: none"> • Presents a superficial understanding of preferred products • Makes some reference to the stimulus material in terms of the two products • Demonstrates limited use of appropriate terminology and memorandum format 	1–3