

**2002 HSC Notes from
the Marking Centre
Tourism**

© 2003 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 174099 555 4

200358

Contents

Section I – Multiple Choice.....	5
Section II	6
Section III	7

2002 HSC NOTES FROM THE MARKING CENTRE

TOURISM

Introduction

This document has been produced for teachers and candidates of the Stage 6 course in Tourism. It provides comments with regard to responses to the 2002 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 2002 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.

General Comments

In 2002, 616 candidates presented for the Higher School Certificate examination in Tourism.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying this course.

Candidates need to be vigilant in reading and interpreting questions correctly and in applying the syllabus outcomes and topic content. Candidates also need to clearly understand the meaning of instructional words and be able to distinguish between them. In general, an understanding of the terms used in the 'Glossary of Key Words' assisted candidates in providing responses of a high standard.

Better responses provided sustained arguments which indicated depth of knowledge and focused on relevant concepts. Average and weaker candidates had difficulty focusing on relevant issues.

Section I – Multiple Choice

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

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

Section II

General Comments

Section II contained five questions with varying mark values, some in parts. These questions enabled most candidates to be rewarded with some marks but also presented opportunities for the more capable candidates to demonstrate their greater knowledge.

Specific Comments

Question 16

This question required candidates to outline the appropriate procedures for responding to a threatening or suspicious telephone call in a tourism workplace. While most candidates outlined several procedures for responding to a threatening telephone call, very few responses used the word ‘suspicious’.

Question 17

This question was generally answered well, however the majority of responses listed obligations in point form and did not ‘describe’, or provide examples. Most candidates listed the obligations of the employer, rather than the employee.

Question 18

This question required candidates to read stimulus material and to apply skills and knowledge acquired in the course in order to provide correct responses.

- (a) The majority of candidates responded correctly and provided additional information.
- (b) Responses to this question part indicated that most responses addressed full payment details for this cruise, but many were unable to provide the booking conditions/requirements.
- (c) This question required discussion of the reasons why tourism industry consultants need to competently interpret and explain booking conditions to their clients. Excellent responses demonstrated a sound knowledge relevant to interpreting product information and conditions of contract. They referred to the stimulus material and explained the implications, both professionally and legally, if a consultant fails to competently interpret and explain the booking conditions to clients. Poorer responses, while identifying reasons, were unable to enhance their discussion with accurate and precise detail.

Question 19

This question required candidates to discuss the procedures that need to be observed when accepting credit card payments for travel arrangements. Responses indicated that while candidates were able to adequately respond to the question in terms of listing a sequence of procedures, most ignored the requirement to ‘Discuss’. Many candidates experienced difficulty in developing their response to include the implications of not following correct procedures.

Question 20

This question required candidates to write a letter and include a detailed proposed itinerary. One page was provided for the letter response.

Better responses combined correct letter format and excellent written communication skills together with extensive product knowledge and justification for their recommendation.

Average responses did not incorporate all question requirements and demonstrated a basic understanding of letter writing skills, product knowledge and/or justification for choosing the alternative itinerary.

Some responses focused on the itinerary rather than trying to persuade their clients to take up this offer.

Question 21

This question required candidates to read stimulus material provided before responding.

- (a) This question part required candidates to place the four overnight stops for the itinerary provided on a map of Australia. While two of the places were quite well known, the other two were not and better responses demonstrated a greater location knowledge of Western Australia.
- (b) This question required the candidates to correctly identify a tour cost for each member of a party of three plus the total tour cost. Responses needed to refer to the stimulus material provided to obtain the correct answer. Most responses could extract the costs and identify some discounts applicable as outlined in the stimulus material, however they were often incorrectly applied. Many responses incorrectly included the coach content in their costings.
- (c) This question required candidates to identify, explain and justify why clients might select this itinerary. Most responses could identify and explain why clients might have selected this tour but did not provide specific reference to the itinerary provided.

Responses did not, in general, focus on important features of the product or give features which related specifically to these clients.

Poorer responses reproduced product and tour benefits from the stimulus material with very limited justification of choice.

Section III

Question 22

This question attracted a wide range of responses. Better responses demonstrated a well-structured and cohesive answer that related to the question. They reflected a broad understanding of cultural differences and contextualised customer service skills. Appropriate examples were provided. Weaker responses tended to stereotype different cultures and focused on the difficulties associated with cultural exchanges.

Question 23

Responses generally demonstrated a good knowledge of the tourism industry sectors and an understanding of the role and services offered by specific sectors within the tourism industry. The best responses were able to analyse the potential for cooperative business relations between sectors. Poorer responses did not demonstrate an understanding of the interrelationships between the sectors.

Question 24

This question required discussion of the implications national and international events on the tourism industry in Australia. Many responses named events and used industry terminology, such as the ‘multiplier effect’, but were unable to develop ideas further. Poorer responses listed ideas and facts for sectors of the industry but did not link these to events.

Many responses provided a narrow focus either environmental, social or economic, with few candidates able to discuss impacts relating to all three areas. Responses which discussed ‘the multiplier effect’ tended to use examples within the tourism industry and many responses did not demonstrate a knowledge of impact beyond the tourism industry. Poorer responses focused on specific events and tended to describe rather than critically discuss their impact on the tourism industry.

Tourism

2002 HSC Examination Mapping Grid

Question	Marks	Unit of Competency	Element of Competency
Section I — Multiple Choice			
1	1	THTTCO01A	Seek information on tourism industry
2	1	THHGCT02A	Produce document from written or oral text
3	1	THHGGA01A	Respond to incoming call
4	1	THTSOP03A	Interpret product information
5	1	THTSOP03A	Provide product advice
6	1	THHCOR02A	Communicate with customers and colleagues from diverse backgrounds
7	1	THTSOP03A	Identify and access product information
8	1	THTSOP02A	Develop destination knowledge
9	1	THTSOP02A	Develop destination knowledge
10	1	THHCOR01A	Communicate in workplace
11	1	THHGCT01A	Open file
12	1	THTSOP02A	Develop destination knowledge
13	1	THHCOR03A	Follow workplace procedures on health, safety and security
14	1	THTSOP02A	Develop destination knowledge
15	1	THTSOP03A	Interpret product information
Section II			
16	2	THHGGA01A	Responding to incoming telephone calls
17	3	THHCOR03A	Follow workplace procedures on health, safety and security
18	6	THTSOP02A THTSOP03A	Develop destination information advice Interpret product information
19	6	THHGFA05A	Process payments and receipts
20	8	THHCOR01A THHGGA02A THTSOP03A	Provide assistance to customers Draft correspondence Provide product advice
21(a)	10	THTSOP03A	Interpret product information
21(b)	10	THTSOP03A	Interpret product information
21(c)	10	THTSOP03A	Interpret product information
Section III			
22	15	THHCOR01A THHCOR02A	Work with colleagues and customers Work in socially diverse environment
23	15	THTTCO01A	Develop and update tourism industry knowledge
24	15	THTTCO01A THHCOR02A	Develop and update tourism industry knowledge Work in a socially diverse environment



2002 HSC Tourism Marking Guidelines

Section II

Question 16

Competency assessed: THHGGA01A

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding of the procedures relevant to responding to threatening phone calls	2
• Demonstrates a limited knowledge of the procedures relevant to responding to threatening phone calls	1

Question 17

Competency assessed: *THHCOR03A*

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of occupational health & safety issues and their importance	2–3
• Exhibits a limited knowledge of occupational health & safety issues	1

Question 18**Question 18 (a)** (1 mark)

50% of total cost

Question 18 (b) (2 marks)

50% of total cost at time of booking. Upon confirmation final payment. Failure to meet payment conditions results in cancellation of booking.

Question 18 (c) (3 marks)

Competencies assessed: *THTSOP02A, THTSOP03A*

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound knowledge and understanding relevant to interpreting product information, conditions of contract	3
• Demonstrates a basic knowledge and understanding relevant to interpreting product information, conditions of contract	2
• Demonstrates a limited knowledge and understanding relevant to interpreting product information, conditions of contract	1

Question 19*Competency assessed: THHGFA05A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the importance of conducting accurate and secure credit card financial transactions by identifying specific information relating to the question• Demonstrates a comprehensive understanding of the implications of not following these requirements	4–6
<ul style="list-style-type: none">• Demonstrates a general understanding of the importance of conducting accurate and secure credit card financial transactions by identifying specific information relating to the question• Demonstrates a limited understanding of the implications of not following these requirements	2–3
<ul style="list-style-type: none">• Identifies at least one valid aspect and/or explanation of conducting accurate and secure credit card financial transactions	1

Question 20

Competencies assessed: *THTSOP03A, THHGGA02A, THHCOR01A*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Consistently and accurately communicates using precise industry terminology appropriate to audience and purpose Demonstrates a thorough understanding and application of the performance required to write a letter on a tourism related matter Demonstrates a comprehensive knowledge of the Australian tourism product and destination information Demonstrates critical judgement and sound reasoning in selecting, organising, synthesising and evaluating relevant information to select the most appropriate substitute holiday 	7–8
<ul style="list-style-type: none"> Consistently and accurately communicates using specific industry terminology appropriate to audience and purpose Demonstrates a broad understanding and application of the performance required to write a letter on a tourism related matter Demonstrates a good general knowledge of the Australian tourism product and destination information Demonstrates accomplished judgement and sound reasoning in selecting, organising, synthesising and evaluating relevant information to select the most appropriate substitute holiday 	5–6
<ul style="list-style-type: none"> Composes a basic letter using limited industry terminology with limited awareness of audience and purpose Demonstrates a basic understanding and a limited application of the performance required to write a letter on a tourism related matter Demonstrates a limited knowledge of the Australian tourism product and destination information Demonstrates limited reasoning to select the most appropriate substitute holiday 	3–4
<ul style="list-style-type: none"> Composes a letter using non-specific terminology Demonstrates some knowledge of the Australian tourism product and destination information 	1–2

Question 21 (a) (2 marks)

Competency assessed: *THTSOP03A*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly labels all four locations 	2
<ul style="list-style-type: none"> Correctly labels three locations 	1
<ul style="list-style-type: none"> 1 or 2 locations labelled demonstrates insufficient knowledge 	0

Question 21 (b) (4 marks)

Competency assessed: *THTSOP03A*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Correctly identifies all per person costs • Correctly applies all supplements and discounts • Correctly calculates the total costs 	4
<ul style="list-style-type: none"> • Correctly identifies all per person costs • Correctly applies all supplements and discounts • Calculates the total cost incorrectly 	3
<ul style="list-style-type: none"> • Correctly identifies all per person costs • Correctly applies EITHER supplements or discounts • Calculates the total cost incorrectly 	2
<ul style="list-style-type: none"> • Correctly identifies total without showing calculations OR <ul style="list-style-type: none"> • Correctly identifies at least one per person cost • Fails to apply BOTH single supplement and discount 	1
<ul style="list-style-type: none"> • No calculations and incorrect total 	0

Question 21 (c) (4 marks)

Competency assessed: *THTSOP03A*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Consistently and accurately communicates using precise industry terminology • Demonstrates an extensive understanding of the benefits to the clients of the Australian Pacific Tours difference • Demonstrates critical judgement to evaluate the information provided 	3–4
<ul style="list-style-type: none"> • Communicates using limited industry terminology • Demonstrates a limited understanding of the benefits to the clients of the Australian Pacific Tours difference 	1–2

Section III

Question 22

Competencies assessed: THHCOR01A, THHCOR02A

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of cultural differences • Demonstrates a perceptive understanding of the most effective means of dealing with a range of customer service issues that could arise in this context, including verbal & non-verbal communication techniques • 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 a broad understanding of cultural differences • Refers to a range of needs and expectations to overcome 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 • Identifies some needs and expectations to overcome 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 • Identifies some difficulties that may arise • 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 • Uses limited appropriate terminology 	1–3

Question 23
Competency assessed: THTTCO01A
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Consistently and accurately communicates using precise industry terminology • Demonstrates extensive knowledge and understanding of the sectors of the tourism industry and their interrelationships • Applies an in-depth knowledge and understanding of the businesses in the specific tourism sectors selected and discusses this relevant to the marketing and economic benefits to each business and the economy • Demonstrates critical judgement and sound reasoning to select, organise, synthesise and evaluate relevant information 	13–15
<ul style="list-style-type: none"> • Communicates using specific industry terminology • Demonstrates broad knowledge and understanding of the sectors of the tourism industry and their interrelationships • Applies a detailed knowledge and understanding of the businesses in the specific tourism sectors selected and discusses this relevant to the marketing and economic benefits to each business and the economy • Demonstrates accomplished judgement and sound reasoning to select, organise, synthesise and evaluate relevant information 	10–12
<ul style="list-style-type: none"> • Communicates using industry terminology • Demonstrates a general knowledge and understanding of the sectors of the tourism industry and their interrelationships • Demonstrates a general knowledge and understanding of tourism businesses in the specific tourism sectors selected and discusses the benefits to each business and the economy • Demonstrates limited judgement and reasoning and frames responses in a generalised descriptive manner 	7–9
<ul style="list-style-type: none"> • Communicates using basic industry terminology • Demonstrates basic knowledge and limited understanding of the sectors of the tourism industry and limited understanding of their interrelationships • Demonstrates a basic knowledge of the businesses in the specific tourism sectors selected and limited discussion of the benefits to each business • Frames responses using unsupported generalisations 	4–6
<ul style="list-style-type: none"> • Communicates using non-industry specific terminology • Demonstrates superficial knowledge of the sector of the tourism industry • Demonstrates a limited knowledge of the businesses in the tourism sectors • Frames responses using unsubstantiated, irrelevant material and generalisations 	1–3

Question 24

Competency assessed: *THITCO01A*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the Australian tourism industry • Applies an in-depth knowledge and understanding of how significant events impact on the Australian tourism industry and discusses this within the context of the events selected • Demonstrates critical judgement and sound reasoning to select, synthesise and evaluate the economic, social and environmental impacts of specific events selected • 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 Australian tourism industry • Clearly explains how significant events impact on the Australian tourism industry and discusses this within the context of the events selected • Demonstrates accomplished judgement and sound reasoning to select, synthesise and evaluate the economic, social and environmental impacts of specific events selected • 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 Australian tourism industry • Identifies significant events impact on the Australian tourism industry and discusses this within the context of the events selected • Demonstrates limited reasoning to frame written responses in a generalised descriptive manner relating the events selected • Communicates ideas and information using tourism industry terminology with some examples 	7–9
<ul style="list-style-type: none"> • Provides a basic explanation of the Australian tourism industry • Links events 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"> • Demonstrates some knowledge of the Australian tourism industry • Selects insignificant events • Uses limited appropriate terminology 	1–3