

**2003 HSC Notes from  
the Marking Centre**

**VET Tourism**

© 2004 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: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 1 7409 9981 9

2004022

# Contents

Section I - Multiple Choice.....	5
Section II.....	6
Section III.....	8



## 2003 NOTES FROM THE MARKING CENTRE VET 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 2003 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 2003 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 2003, 558 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, those candidates who understood the terms in the 'Glossary of Key Words' provided responses that were of a higher standard than those who did not clearly understand the directions.

Better candidate responses provided sustained arguments which showed depth and focused on relevant concepts. Average and weaker responses did not focus on the relevant issues.

### Section I - Multiple Choice

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

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

## **Section II**

### **General Comments**

Section II contained seven 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. Most candidates attempted to answer these questions and were awarded marks at the appropriate level.

### **Specific Comments**

#### **Question 16**

This question was very well answered. It allowed candidates to demonstrate their knowledge of industry practices as well as overall comprehension skills. The question provided stimulus material and questions relating to this material. The question was in four parts.

Part (a) was based on interpreting information from the stimulus material provided. The majority of candidates understood the industry terminology and were able to demonstrate and apply their skills.

Part (b) allowed for higher range students to demonstrate their knowledge and application. Many students were not able to perform the mathematical calculation correctly.

In part (c) students were required to interpret information from the stimulus material relating to ‘immigration’ and ‘insurance’ requirements. Many responses only addressed one of these issues and not both.

Part (d) required students to interpret information from the stimulus material. The majority of responses were able to extract and interpret this information correctly.

#### **Question 17**

This question required students to write a short report. The format was provided for them. Many of the responses required more space to complete their answers. The majority of responses were able to mention some possible economic impacts of an increase in international visitor numbers; however few responses were able to expand on or analyse these impacts.

#### **Question 18**

This question required students to ‘outline selling techniques...with clients over the telephone’. The majority of responses reflected telephone techniques rather than selling techniques which could be applied to promote products and services.

### **Question 19**

This question was in three parts. The question provided stimulus material.

#### **Part (a)**

This part was well answered with the majority of candidates responding correctly. Most responses were able to identify the errors with a supporting explanation.

#### **Part (b)**

The majority of responses for this part were partially correct but many did not fully address all possible options to obtain full marks.

#### **Part (c)**

This part was well answered with the majority of responses reflecting the correct procedures required.

### **Question 20**

This question was in two parts.

#### **Part (a)**

This part required students to locate six places or areas on a map of New Zealand. This part was very poorly answered. The responses demonstrated that many students lacked the geographical knowledge to locate or name the places marked. The responses reflected a very low standard of knowledge and application in the area of tourist destinations. Some responses identified places or areas in other countries or parts of the world.

#### **Part (b)**

Many of the responses to this part revealed no specific knowledge of the destination. The candidates could have been writing creatively about any place in the world. Many responses confused Rotorua with other places in New Zealand. The responses did not focus on what made Rotorua 'unique'. Many responses generalised about New Zealand and thus lacked relevance to the question.

### **Question 21**

The majority of candidates responding to this question addressed general safety and security issues facing a tourism business. Responses did not always reflect a specific focus on 'travel documents'.

### **Question 22**

This question was in two parts

#### **Part (a)**

Better candidates were able to respond well to this question and demonstrated an understanding and interpretation of language barriers. Therefore they were able to identify challenges. Average and weaker responses did not demonstrate an appropriate understanding of language barriers and therefore were not clearly able to identify challenges.

Part (b)

The responses to this part demonstrated that most candidates were able to respond well to this part of the question. Most responses reflected some strategies to answer this question adequately. Average candidates recommended some strategies with less discussion and demonstration of depth of knowledge.

### **Section III**

This section comprised three (15 mark) questions. Students needed to complete two questions.

#### **Question 23**

Few candidates elected to answer this question. Those who did used two or three answer booklets to respond.

Better candidates combined well structured responses and excellent communication skills with extensive product knowledge and justification for their report. They used industry terminology and appropriate examples.

Average responses did not incorporate all of the information provided with the question and demonstrated a basic understanding of product knowledge and/or reasoning.

Candidates referred to a wide range of alternative products. There was an extensive range of responses demonstrating variable depth in product knowledge.

The responses reflected an assumption from the candidates that the ‘client’ was a retail travel agency and not necessarily a ‘client’ of other sectors of the tourism industry, ie a tour wholesaler or conference organiser.

#### **Question 24**

Most responses could identify procedures and explain both teamwork and telephone skills but lacked justification in assessing the importance of these. Better responses were able to relate both these skills and justify why it was important to establish a positive rapport with customers and colleagues using these skills in a tourism-related business.

More candidates responded to this question than the other two Section III questions and responses that were well-reasoned and cohesive were placed in the higher mark ranges. Weaker responses could not contextualise or apply these skills and reflected a basic level of knowledge.

#### **Question 25**

This question was very popular with candidates; however only the better responses addressed ‘consequences’ rather than situations. Better responses also related their answers to both the employees and the employers and referred to human, social and economic consequences. The responses did reflect an overall understanding of OHS issues; however many were very generic and provided no industry-specific examples. Some responses referred to outdated legislation. Most responses reflected an understanding of OHS and consequences for the broader community; however the majority did not have a ‘tourist venue’ focus.

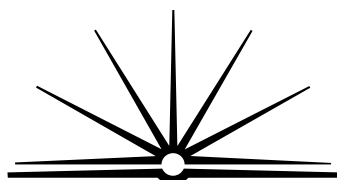


# Tourism

## 2003 HSC Examination Mapping Grid

Question	Marks	Unit of competency	Element of competency
<b>Section I</b>			
1	1	THHGCT01A	Open file
2	1	THTSOP02A	Provides destination information and advice
3	1	THTTCO01A	Seek information on the tourism industry
4	1	THHGGA02A	Maintain document systems
5	1	THHCOR01A	Communicate in the workplace
6	1	THHCOR03A	Follow workplace procedures on health safety and security
7	1	THHGGA01A	Respond to incoming telephone calls
8	1	THHGCT02A	Print and deliver document
9	1	THHSOP03A	Identify and access product information
10	1	THHCOR02A	Communicate with customers and colleagues from diverse backgrounds
11	1	THHGGA02A	Process office documents
12	1	THHGFA01A	Process receipts and payments
13	1	THTSOP02A	Develop and update destination knowledge
14	1	THHCOR02A	Deal with cross cultural misunderstandings
15	1	THTTCO01A	Seek information on the tourism industry
<b>Section II</b>			
16 (a)	2	THTSOP03A	Interpret product information
16 (b)	2	THHGFA01A	Process receipts and payments
16 (c)	2	THTSOP03A	Provide product advice
16 (d)	1	THTSOP03A	Interpret product information
17	6	THTTCO01A	Seek information on the tourism industry
18	3	THHGGA01A	Respond to incoming telephone calls
19 (a)	2	THHGCT01A, THHGCT02A	Retrieve and amend data Produce document and print and deliver

Question	Marks	Unit of competency	Element of competency
19 (b) (i)	2	THHGCT02A	Print and deliver document
19 (b) (ii)	1	THHGCT02A	Print and deliver document
20 (a)	3	THTSOP02A	Develop destination knowledge
20 (b)	4	THTSOP02A	Provide destination information
21	2	THHCOR03A	Follow workplace procedures on health, safety and security
22 (a)	3	THHCOR02A	Communicate with customers and colleagues from diverse backgrounds
22 (b)	3	THHCOR02A	Deal with cross-cultural misunderstandings
<b>Section III</b>			
23	15	THTTCO01A, THTSOP03A	Update tourism industry knowledge Provide product advice
24	15	THHCOR01A, THHGCA01A	Work in a team Responding to an incoming call
25	15	THHCOR03A	Follow workplace procedures on health, safety and security Provide feedback on health safety and security



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## 2003 HSC Tourism Marking Guidelines

### Question 16 (a)

Competency assessed: *THTSOP03A*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Correctly identifies grade deck and fare per person</li></ul>	2
<ul style="list-style-type: none"><li>• Correctly identifies correct fare per person</li></ul> OR	1
<ul style="list-style-type: none"><li>• Correctly identifies deck and grade</li></ul>	

### Question 16 (b)

Competency assessed: *THHGFA01A*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Correctly identifies total cost</li><li>• Correctly applies 10% commission rate</li><li>• Calculates the total commission correctly</li><li>• Showing all working</li></ul>	2
<ul style="list-style-type: none"><li>• Correctly identifies total commission without showing calculations</li></ul> OR	1
<ul style="list-style-type: none"><li>• Correctly applies 10% commission (but wrong fare used)</li></ul>	
<ul style="list-style-type: none"><li>• No calculations and incorrect total or incorrect commission rate applied</li></ul>	0

**Question 16 (c)***Competency assessed: THTSOP03A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Correctly identifies immigration requirement (as sample answer)</li><li>• Correctly identifies insurance required</li></ul>	2
<ul style="list-style-type: none"><li>• Correctly identifies either immigration or insurance requirements</li></ul>	1

**Question 16 (d)***Competency assessed: THTSOP03A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Explains food and beverages charged to Pacific Sky Card</li></ul>	1

**Question 17***Competency assessed: THTTCO01A***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates broad knowledge and understanding of the economic impacts of the tourism industry</li><li>• Applies a detailed knowledge and understanding of the economic impacts relevant to the growth of tourism in Golden Beach</li><li>• Demonstrates accomplished judgement and sound reasoning to select, prioritise, organise, analyse and evaluate relevant information</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a general knowledge and understanding of the economic impacts in the tourism industry</li><li>• Demonstrates a general knowledge and understanding of the economic impacts relevant to growth of tourism</li><li>• Demonstrates limited judgement and reasoning and frames responses in a generalised descriptive manner</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates basic knowledge of the tourism industry</li><li>• Demonstrates a basic knowledge of the economic impacts within the industry</li><li>• Frames responses using unsupported generalisations</li></ul>	1

**Question 18***Competency assessed: THHGGA01A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a broad knowledge and understanding of a range of a minimum of 4 appropriate procedures relevant to telephone selling techniques/skills	3
• Demonstrates a sound knowledge and understanding of a minimum of 3 appropriate procedures relevant to telephone selling techniques/skills	2
• Demonstrates a limited knowledge of the procedures of telephone selling techniques/skills (at least 2)	1

**Question 19 (a)***Competency assessed: THHGCT01A and THHGCT02A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies two errors with explanation	2
• Correctly identifies one error with explanation	1
OR	
• Correctly identifies two errors with no explanation	0
• Correctly identifies one error with no explanation	

**Question 19 (b) (i)***Competency assessed: THHGCT02A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly predicts three outcomes including collated form	2
• Correctly predicts at least two outcomes	1

**Question 19 (b) (ii)**
*Competency assessed: THHGCT02A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the correct process using the dialogue box</li> </ul>	1

**Question 20 (a)**
*Competency assessed: THTSOP02A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies all 6 places/areas</li> </ul>	3
<ul style="list-style-type: none"> <li>Correctly identifies 4 or 5 places/areas</li> </ul>	2
<ul style="list-style-type: none"> <li>Correctly identifies 2 or 3 places/areas</li> </ul>	1
<ul style="list-style-type: none"> <li>Correctly identifies 1 or no places/areas</li> </ul>	0

**Question 20 (b)**
*Competency assessed: THTSOP02A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive knowledge of Rotorua, its features and attractions</li> <li>Accurately communicates the information in a format appropriate for a brochure</li> <li>Demonstrates a thorough understanding and application required to write a short paragraph for publication</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a good/general knowledge of Rotorua, its features and attractions</li> <li>Accurately communicates the information in a format suitable for a brochure</li> <li>Demonstrates a sound understanding and application required to write a short paragraph for publication</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates a basic knowledge of Rotorua, its features and attractions (at least three features/attractions)</li> <li>Communicates information in a competent format</li> </ul>	2
<ul style="list-style-type: none"> <li>Demonstrates a limited knowledge of Rotorua (at least two features/attractions)</li> </ul>	1

**Question 21***Competency assessed: THHCOR03A***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sound understanding of safety and security issues and their importance	2
• Exhibits a limited knowledge of safety and security issues	1

**Question 22 (a)***Competency assessed: THHCOR02A***MARKING GUIDELINES**

Criteria	Marks
• Identifies a range of challenges related to language barriers • Communicates ideas and information using appropriate terminology and examples	2
• Identifies at least two challenges related to language barriers OR • Makes reference to some language barriers	1

**Question 22 (b)***Competency assessed: THHCOR02A***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a broad knowledge of effective strategies to overcome language barriers • Outlines relevant supporting evidence in a well-structured response	3
• Demonstrates a limited knowledge of effective strategies to overcome language barriers • Outlines limited relevant evidence	2
• Identifies at least one strategy to overcome language barriers	1

**Question 23**
*Competency assessed: THTTCO01A, THTSOP03A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the Australian tourism industry</li> <li>• Applies an in-depth knowledge and understanding of the tourism sectors and outlines resources utilised</li> <li>• Demonstrates critical judgement and sound reasoning to select, synthesise and evaluate the appropriate products and services</li> <li>• Communicates ideas and information, integrating accurate industry terminology in a well-structured and cohesive response that includes relevant supporting evidence</li> <li>• All of the above must refer to two states/territories</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the Australian tourism industry</li> <li>• Clearly explains the tourism sectors mentioned and outlines the resources utilised</li> <li>• Demonstrates accomplished judgement and sound reasoning to select, synthesise and evaluate appropriate products and services</li> <li>• Communicates ideas and information, using correct industry terminology in a well-structured response that includes appropriate examples</li> <li>• All of the above must refer to two states/territories</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the Australian tourism industry</li> <li>• Identifies some sectors and outlines the resources utilised</li> <li>• Demonstrates limited reasoning to frame written responses in a generalised descriptive manner relating to the appropriate products and services</li> <li>• Communicates ideas and information using appropriate industry terminology with some examples</li> <li>• All of the above must refer to two states/territories, possibly referring to one in detail and the other briefly</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides a basic explanation of the Australian tourism industry</li> <li>• Demonstrates some understanding of tourism sectors and may outline some resources used</li> <li>• Communicates basic ideas and information with limited use of appropriate terminology and examples</li> <li>• All of the above must refer generally to at least one state or territory</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the Australian tourism industry</li> <li>• Selects insignificant information on sectors, and on resources used</li> <li>• Uses limited, non-specific terminology</li> </ul>	1–3



**Question 24**
*Competency assessed: THHCOR01A, THHGCA01A*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of effective teamwork and telephone skills, effectively linking these skills</li> <li>• Demonstrates a perceptive understanding of working in a team referring to at least 5 principles/outcomes</li> <li>• Communicates ideas and information, integrating accurate industry terminology in a well-structured and cohesive response that includes relevant supporting evidence</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a broad understanding of effective teamwork and telephone skills and links these skills</li> <li>• Includes at least 4 principles/outcomes of teamwork and is able to discuss these in some detail</li> <li>• Communicates ideas and information, using correct industry terminology in a well-structured response that includes appropriate examples</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates satisfactory awareness of effective teamwork and telephone skills</li> <li>• General discussion</li> <li>• Identifies at least 3 principles/outcomes of teamwork. Possibly includes a general discussion</li> <li>• Communicates ideas and information using appropriate terminology and examples</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited awareness of effective teamwork and telephone skills</li> <li>• Communicates basic ideas and information with limited use of appropriate terminology and examples</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes reference to teamwork and telephone skills</li> <li>• Identifies at least one area of teamwork or telephone skills</li> <li>• Uses limited, non-specific terminology</li> </ul>	1–3

**Question 25***Competency assessed: THHCOR03A***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Consistently and accurately communicates ideas and information using correct industry terminology in a well-structured response, including appropriate examples</li><li>• Demonstrates a comprehensive understanding and application of OHS standards and implications, for both employers and employees</li><li>• Demonstrates critical judgement and sound reasoning in selecting and organising relevant information factors</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates ideas and information using correct industry terminology in a well-structured response, including appropriate examples</li><li>• Demonstrates a broad understanding and application of OHS standards and implications, for both employers and employees</li><li>• Accurately explains reasons for selecting factors</li></ul>	10–12
<ul style="list-style-type: none"><li>• Uses industry terminology appropriate to the purpose</li><li>• Demonstrates a sound understanding and application of OHS standards and implications</li><li>• Clearly explains reasons for selecting factors</li></ul>	7–9
<ul style="list-style-type: none"><li>• Uses limited industry terminology</li><li>• Demonstrates a basic understanding and a limited application of OHS standards and implications</li><li>• Reveals limited reasoning in selecting appropriate factors</li></ul>	4–6
<ul style="list-style-type: none"><li>• Uses non-specific terminology</li><li>• Demonstrates some understanding of the importance of the appropriate personal presentation standards and safety</li><li>• Selects insignificant factors</li></ul>	1–3