

**2006 HSC Notes from  
the Marking Centre  
Tourism**

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# 2006 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 2006 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.

This document should be read along with the relevant syllabus, the 2006 Higher School Certificate Examination, the Marking Guidelines and other support documents, such as the Board Bulletin notices which have been developed by the Board of Studies to assist in the teaching and learning of Tourism.

### General Comments

In 2006, 304 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 instructional words.

### Section I – Multiple Choice

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

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

## **Section II**

### **Question 16**

The majority of responses identified two unsafe situations and commented on the consequences of these. Responses were limited in the explanations of why these situations would be considered occupational health and safety hazards and on the relationships between things evident, as required by the term 'explain'.

### **Question 17**

Better responses were able to not only itemise the cancellation fees but to calculate the refund due and advise the client the refund was by cheque. They had to use the information provided to construct a letter and demonstrate a comprehensive understanding of appropriate letter content.

Weaker responses were confused as to the amount of the refund due and showed a very limited understanding of financial transactions.

### **Question 18**

- (a) The majority of responses identified local services and facilities. Weaker responses listed sectors of the industry instead of services and facilities.
- (b) Better responses described two strategies for sharing local knowledge with convention delegates. The responses offered a large variety of strategies and demonstrated a range of technological awareness and creativity. Weaker responses in this part of the question were limited in their knowledge of how to share the strategies with the delegates and confused the module 'Tourism Colleagues and Customers and Cultural relations', and module 'Update local knowledge'. Weaker responses discussed communication and cultural differences with international visitors.

### **Question 19**

Better responses were able to identify the attraction and name the city and another attraction with some candidates listing several attractions and not just one other. The responses to this question demonstrated good visual skills and recognition of worldwide, well-known tourist attractions. The weaker responses listed the country or continent that the attraction is found in rather than the city and/ or named another attraction that was not in or near the same city.

### Question 20

- (a) Better responses were able to identify the Tourist Destination regions of Australia. Weaker responses reflected a poor knowledge of Australian Tourist Destination regions and poor geographical skills. Weaker responses did not state a city or region name where required and gave generalised guesses.
- (b) Better responses demonstrated good knowledge of unique important features of both Fraser Island and Ballarat. Weaker responses were non-specific and generalised. Fraser Island was better known than Ballarat.

### Question 21

This 5-part question required candidates to read stimulus material and to interpret information correctly. Four of the five parts were worth one mark, with one part worth two marks.

- (a) In better responses the information was interpreted correctly from the stimulus material. In weaker responses it was assumed that the tour date required referred to part of the tour or a day tour and not the whole tour.
- (b) Better responses demonstrated an understanding of how to interpret product information, in this case the inclusions information provided. Weaker responses drew upon the itinerary and main stimulus material, without looking into the inclusions information. Weaker responses listed and copied everything from the stimulus material without selecting the correct inclusions for the tour.
- (c) Better responses demonstrated the skills and knowledge to interpret the stimulus material correctly, and demonstrated an understanding of terminology. Weaker responses copied the information provided without interpreting it correctly.
- (d) Better responses correctly determined per person costs for this tour and correctly calculated the total cost. Weaker responses did not apply the single-room supplement or could not correctly calculate the total cost after interpreting the data. Responses also tended to apply a triple room reduction because there were 3 passengers, even though they did not want a triple room.
- (e) Better responses were able to calculate the correct answer for one mark. Weaker responses could not calculate 12% commission. Some candidates' responses calculated 10% even though the question specified 12%.

## **Section III**

### **Question 22**

Better responses demonstrated knowledge and understanding of the implications of events on communities. They addressed economic, social and environmental implications in a comprehensive manner. They demonstrated relevant knowledge and used specific and appropriate examples.

Weaker responses did not address all economic, social and environmental implications and may have only identified negative or positive implications or did not use appropriate examples. Weaker responses tended to discuss environmental issues such as climate change and global warming rather than implications of events on the environment. Some weaker responses gave examples not relating to the topic.

### **Question 23**

Better responses addressed the clearly defined requirements of this question and addressed a wide range of customer service practices and needs and expectations of international visitors.

Weaker responses were more general, tending to focus only on cultural awareness rather than considering other customer service practices. Some weaker responses were not cohesive or were very stereotyped.

### **Question 24**

Better responses to this question demonstrated a high level of understanding about a range of products and services relevant to the client type. Weaker responses were superficial and did not demonstrate a thorough knowledge or range of products and services that were relevant. They did not always use appropriate examples. Weaker responses demonstrated only a basic understanding of customer service.

# Tourism

## 2006 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency
<b>Section I</b>		
1	1	Communicate on the telephone THHGGA01B
2	1	Customer and colleagues THHCOR01B
3	1	Socially diverse THHCOR02B
4	1	Assess and interpret product information THTSOP03B Develop and update local knowledge THHGCS01B
5	1	Socially diverse THHCOR02B
6	1	Perform office procedures THHGGA02B
7	1	Source and provide destination information and advice THTSOP02B
8	1	Develop and update tourism industry knowledge THTTCO02B
9	1	Develop and update tourism industry knowledge THTTCO01B
10	1	Assess and interpret product information THTSOP03B
11	1	Develop and update tourism industry knowledge THTTCO02B
12	1	Perform financial transactions THHGFA01B
13	1	Communicate on the telephone THHGGA01B
14	1	Source and provide destination information and advice THTSOP02B
15	1	OHS THHCOR03B
<b>Section II</b>		
16	4	Follow OHS THHCOR03B
17	5	Perform office procedures THHGGA02B Perform financial transactions THHGFA01B
18	6	Develop and update local knowledge THHGCS01B
19	8	Source and provide destination information and advice THTSOP02B
20	6	Source and provide destination information THTSOP02B
21	6	Assess and interpret product information THTSOP03B Perform financial transactions THHGFA01B
<b>Section III</b>		
22	15	Develop and update tourism industry knowledge THTTCO01B
23	15	Work with colleagues and customers THHCOR01B Work in a socially diverse environment THHCOR02B
24	15	Assess and interpret product information THTSOP03B



## 2006 HSC Tourism Marking Guidelines

### Section II

#### Question 16

*Competencies assessed: THHCOR03B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies TWO OHS situations</li> <li>• Demonstrates a comprehensive understanding of OHS hazards by explaining the two situations/hazards identified</li> </ul>	4
<ul style="list-style-type: none"> <li>• Correctly identifies TWO OHS situations</li> <li>• Demonstrates a sound understanding of OHS hazards by explaining the two situations/hazards identified</li> </ul>	3
<ul style="list-style-type: none"> <li>• Correctly identifies TWO OHS situations</li> <li>• Demonstrates a limited understanding of OHS hazards by explaining OHS hazards</li> </ul> OR <ul style="list-style-type: none"> <li>• Correctly identifies at least ONE OHS situation and</li> <li>• Demonstrates a good understanding by explaining ONE hazard</li> </ul>	2
<ul style="list-style-type: none"> <li>• Correctly identifies TWO OHS situations</li> </ul> OR <ul style="list-style-type: none"> <li>• Correctly identifies ONE OHS situation</li> <li>• Demonstrates a limited understanding of OHS hazards by explaining ONE OHS hazard</li> </ul>	1

### Question 17

Competencies assessed: THHGGA02B, THHGFA01B

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly itemises cancellation fees</li> <li>Informs client of correct total amount to be refunded</li> <li>Advises client refund is by cheque</li> <li>Demonstrates a comprehensive understanding of appropriate letter content and construction</li> </ul>	5
<ul style="list-style-type: none"> <li>Correctly itemises cancellation fees</li> <li>Informs client of total amount to be refunded</li> <li>Advises client refund is by cheque</li> <li>Demonstrates a sound understanding of appropriate letter content and construction</li> </ul>	4
<ul style="list-style-type: none"> <li>Correctly itemises cancellation fees</li> <li>Informs client of total amount to be refunded</li> <li>Demonstrates a general understanding of letter construction</li> </ul>	3
<ul style="list-style-type: none"> <li>Itemises cancellation fees</li> <li>Informs client of refund</li> <li>Demonstrates a basic understanding of letter construction</li> </ul>	2
<ul style="list-style-type: none"> <li>Shows cancellation fees</li> <li>Informs client of refund</li> <li>Demonstrates limited understanding of letter construction</li> </ul>	1

### Question 18 (a)

Competencies assessed: THHGCS01B

#### MARKING GUIDELINES

Criteria	Marks
Correctly identifies FIVE local services or facilities	2
Correctly identifies THREE or FOUR local services or facilities	1

### Question 18 (b)

Competencies assessed: THHGCS01B

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of strategies for sharing local knowledge with delegates</li> <li>• Correctly identifies TWO strategies, describing the main features of each</li> <li>• Accurately relates strategies to the situation</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of strategies for sharing local knowledge with delegates</li> <li>• Correctly identifies TWO strategies with some features</li> <li>• Accurately relates strategies to the situation</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of strategies for sharing local knowledge</li> <li>• Correctly identifies TWO strategies related to the situation</li> </ul>	2
<ul style="list-style-type: none"> <li>• Correctly identifies TWO strategies using limited examples</li> </ul> OR <ul style="list-style-type: none"> <li>• Correctly identifies ONE strategy describing main features to the situation</li> </ul>	1

### Question 19

Competencies assessed: THTSOP02B

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies each of the three attractions</li> </ul> AND <ul style="list-style-type: none"> <li>• Correctly identifies location city of each attraction</li> </ul> AND <ul style="list-style-type: none"> <li>• Correctly lists another attraction in each of the cities identified</li> </ul>	6
<ul style="list-style-type: none"> <li>• Correctly identifies EIGHT correct answers</li> </ul>	5
<ul style="list-style-type: none"> <li>• Correctly identifies SEVEN correct answers</li> </ul>	4
<ul style="list-style-type: none"> <li>• Correctly identifies FIVE or SIX correct answers</li> </ul>	3
<ul style="list-style-type: none"> <li>• Correctly identifies THREE or FOUR correct answers</li> </ul>	2
<ul style="list-style-type: none"> <li>• Correctly identifies TWO correct answers</li> </ul>	1

### Question 20 (a)

Competencies assessed: *THTSOP02B*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies EIGHT places/TDRs	4
• Correctly identifies SIX or SEVEN places/TDRs	3
• Correctly identifies FOUR or FIVE places/TDRs	2
• Correctly identifies TWO or THREE places/TDRs	1

### Question 20 (b)

Competencies assessed: *THTSOP02B*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies FOUR important features for BOTH TDRs	4
• Correctly identifies THREE features for BOTH TDRs or FOUR for one and TWO OR THREE for the other	3
• Correctly identifies TWO features for BOTH TDRs or THREE for one and ONE OR TWO for the other	2
• Correctly identifies ONE feature for BOTH TDRs or TWO for one	1

### Question 21 (a)

Competencies assessed: *THTSOP03B*

#### MARKING GUIDELINES

Criteria	Marks
Correctly answers part A – finishing date	1

### Question 21 (b)

Competencies assessed: *THTSOP03B*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies tour on day three	1

### Question 21 (c)

Competencies assessed: *THTSOP03B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies meals on day five</li> </ul>	1

### Question 21 (d)

Competencies assessed: *THTSOP03B, THHGFA01B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly calculates cost of tour for three clients (including all working)</li> </ul>	2
<ul style="list-style-type: none"> <li>Correctly calculates correct cost for twin share OR single passenger including working</li> </ul> OR <ul style="list-style-type: none"> <li>Shows correct total cost of tour for your clients (no working)</li> </ul>	1

### Question 21 (e)

Competencies assessed: *THTSOP03B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly calculates the total commission earned by agent using the student's answer in Q21(d)</li> </ul>	1

## Section III

### Question 22

Competencies assessed: *TH TTCO01B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the economic, social and environmental implications that a major event has on communities in adjoining suburbs</li> <li>• Recognises the relationships between the economic, social and environmental implications</li> <li>• Relates the implications of the above relationships, using appropriate examples</li> <li>• Communicates information accurately in a well-structured response</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a broad understanding of the economic, social and environmental implications that a major event has on communities in adjoining suburbs</li> <li>• Recognises some of the relationships between the economic, social and environmental implications</li> <li>• Relates the implications of the above relationships, using appropriate examples</li> <li>• Communicates information accurately in a cohesive response</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the economic, social and environmental implications that a major event has on communities in adjoining suburbs</li> <li>• Recognises some of the relationships between two of either the economic, social or environmental implications</li> <li>• Relates the implications of the above relationships</li> <li>• Communicates information accurately in a generalised response</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of at least two of the economic, social and environmental implications that a major event has on communities in adjoining suburbs</li> <li>• Recognises some relationships between two of either the economic impact, social or environmental implications</li> <li>• Communicates information accurately in a basic response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of at least two of the economic, social and environmental implications that a major event has on communities in adjoining suburbs</li> <li>• Recognises some relationship between two of either the economic implications and either social or environmental problems</li> <li>• Communicates information accurately in a superficial response</li> </ul>	1–3

## Question 23

Competencies assessed: *THHCOR01B, THHCOR02B*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of practices for customer service</li> <li>• Correctly identifies relevant factors that may influence needs and expectations of international tourists</li> <li>• Correctly relates customer service practices to international visitors</li> <li>• Communicates information accurately in a well-structured response</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a broad understanding of practices on customer service</li> <li>• Correctly identifies relevant factors that may influence needs and expectations of international tourists</li> <li>• Correctly relates customer service practices to visitors</li> <li>• Communicates information accurately in a cohesive response</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of practices for customer service</li> <li>• Correctly identifies some factors that may influence needs and expectations of international tourists</li> <li>• Applies basic customer service practices to visitors</li> <li>• Communicates information in a generalised response</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of practices for customer service</li> <li>• Correctly identifies some factors that may influence needs and expectations of international visitors/tourists</li> <li>• Communicates information in a basic response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of practices for customer service</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Identifies basic factors influencing the needs and expectations of international visitors/tourists</li> <li>• Correctly relates customer service practices to international visitors</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Communicates information in a superficial response</li> </ul>	1–3

## Question 24

Competencies assessed: *THTSOP03B*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the products and services applicable to the client type</li> <li>• Correctly identifies sources of appropriate information</li> <li>• Applies information to the specific needs of tourists to China</li> <li>• Correctly explains the importance of providing accurate information</li> <li>• Communicates information accurately in a well-structured response</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the products and services applicable to the client type</li> <li>• Correctly identifies sources of appropriate information</li> <li>• Applies information to the specific needs of tourists to China</li> <li>• Correctly outlines the importance of providing accurate information</li> <li>• Communicates information accurately in a cohesive response</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of the products and services applicable to the client type</li> <li>• Correctly identifies sources of appropriate information</li> <li>• Applies information to the specific needs of tourists to China</li> <li>• Correctly outlines the importance of providing accurate information</li> <li>• Communicates information in a generalised response</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the products and services applicable to the client type</li> <li>• Correctly identifies sources of information</li> <li>• Communicates information in a basic response</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Mentions the importance of providing accurate information</li> <li>• Identifies some of the needs of tourists to China</li> <li>• Communicates information in a basic response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the products and services applicable to the client type</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Applies information to the specific needs of tourists to China</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Mentions the need for up to date accurate information</li> <li>• Communicates information in a superficial response</li> </ul>	1–3