

**2007 HSC Notes from  
the Marking Centre  
Tourism**

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# 2007 NOTES FROM THE MARKING CENTRE

## TOURISM

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Tourism. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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 2007, 325 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 need to be familiar with the Board's Glossary of Key Words ([www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)) which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with, or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked or verbs which are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

### Section I – Multiple Choice

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

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

## Section II

### Question 16

- (a) The majority of candidates correctly identified four tourism industry sectors. Weaker responses included ‘hospitality’ and/or ‘food and beverage’ as sectors, confusing the tourism industry sectors with those of the hospitality industry. Teachers and candidates need to be aware of the current industry sectors when responding to questions relating to the 2002 Tourism Industry Framework.
- (b) The majority of responses demonstrated a broad knowledge of one of the tourism industry sectors and gave appropriate examples of services offered. Weaker responses demonstrated a limited knowledge of an appropriate industry sector.

### Question 17

- (a) Better responses correctly identified the ports and the sequence of visits. The majority of candidates identified three or four ports of call but they did not always have them in correct sequence. Weaker responses displayed poor knowledge of the destination and the countries.
- (b) Better responses demonstrated a sound knowledge of Singapore as a (cruise) destination with a range of examples specific to Singapore. Many candidates purely generalised about Singapore as a destination with examples that could apply to any tourist destination.

### Question 18

- (a) Better responses easily listed five steps to be followed when receiving incoming mail. Weaker responses only listed three steps or briefly generalised about opening mail.
- (b) Better responses explained why and how the item of mail should be processed. They gave a good but basic explanation of the reasons. Weaker responses did not conclude that the letter should be delivered straight to the staff member.
- (c) A large number of responses identified the two filing classifications and then used a definition of that system instead of suggesting a document that would be filed the way the question asked. A number of candidates used the stages of filing such as ‘archive, semi-active and dead’ files stages. Weaker responses generally did not answer according to filing ‘classifications’.

### Question 19

- (a) Better responses demonstrated a sound understanding of primary research and evaluated the benefits of their chosen research type. Very few responses gave examples. The majority of responses identified two types of primary research either without evaluation or their evaluation was for one only, while still outlining the benefits of the type of research. Weaker responses identified other types of research.
- (b) Most responses either selected one appropriate method of sharing information with limited reasons, or listed two methods without reasons. Very few responses selected recommended methods with sound reasons, the key words being methods. They either listed two or more without reasons or explained one very well.

### Question 20

- (a) Better responses listed three procedures a cashier should follow and attempted to outline these processes. Weaker responses made a list of procedures and gave no explanation of the list of procedures.

### Question 21

- (a) Most responses answered in terms of the tourism industry sectors, instead of industry bodies. Better responses named two tourism industry bodies and gave a brief outline of their specific functions. Weaker responses confused tourism industry bodies with tourism industry sectors and answered the question using 'sectors'. Other weaker responses could only name tourism industry bodies and could not outline their functions.
- (b) Better responses demonstrated an understanding of at least one industry body and were able to correctly demonstrate its role and function. They also drew from current issues and trends and linked to a sector and discussed the issue. Some responses made reference to older issues covered largely by media such as terrorist events which were not current, as the question requested. Some responses covered Tourism Australia and the 'Where the bloody hell are you?' campaign as well as the development of the new A380 aircraft. Weaker responses either tended to answer in terms of industrial issues like equal employment opportunity and occupational health and safety, OR made no attempt in part (b).

## Section III

### Question 22

Better responses demonstrated a sound knowledge of New Zealand's attractions and activities suitable to a range of client types. The structure of the responses varied from essay format to headings relating to a profile on the country, dealing with a range of required information of the key tourism features of the country. These responses also related the benefits of the selected products to the clients' specific interests and demonstrated a comprehensive knowledge of New Zealand.

Weaker responses did not construct a profile on New Zealand as a tourist destination, but simply listed or discussed only a very limited range of tourist destinations within New Zealand or mentioned only one destination in each island. Some responses listed destinations but knew very little about them.

### Question 23

Better responses addressed a wide range of products required by international visitors, ensuring all parts of the question were addressed. These responses also related the benefits of the selected products to the clients' specific interests. They displayed a sound understanding of appropriate transport, accommodation and sightseeing options in both NSW and Victoria. They were also able to recommend some secure payment methods. However, a larger number of responses made little or no mention of secure payment methods.

Weaker responses did not address all parts of the question, or answered some parts reasonably, ignoring other points that should have been discussed completely. In the weaker responses, candidates did not relate products to specific clients' needs or interests and in some cases knew

little about transport, accommodation or sightseeing. Most made no mention of secure payment methods.

#### **Question 24**

Better responses to this question demonstrated an understanding of the difference between external and internal customers, conveying a comprehensive knowledge of customer service. These responses demonstrated an understanding of the directive term ‘analyse’ when identifying the positive and negative implications of customers from different cultural backgrounds. These responses exhibited an understanding of legislation relating to cultural diversity in the workplace and provided a greater depth of analysis than others. Stronger responses drew out the implications of the issues raised.

Weaker responses had examples of cultural differences without discussing implications within the context of customer service. Weaker responses were superficial and did not demonstrate a thorough knowledge of legislation or apply strategies in dealing with cultural differences. They did not always use appropriate examples.

# Tourism

## 2007 HSC Examination Mapping Grid

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



## 2007 HSC Tourism Marking Guidelines

### Section II

#### Question 16 (a)

*Competencies assessed: THTCO01B*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly lists four industry sectors	2
• Correctly lists two or three industry sectors	1

#### Question 16 (b)

*Competencies assessed: THTSOP02B*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly outlines one sector's role in the industry	2
• Demonstrates broad knowledge using appropriate examples or services offered	
• Demonstrates limited knowledge of chosen sector	1

**Question 17 (a)***Competencies assessed: THTSOP02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies all eight components	4
• Correctly identifies six or seven components	3
• Correctly identifies four or five components	2
• Correctly identifies two or three components	1

**Question 17 (b)***Competencies assessed: THTSOP02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sound knowledge of Singapore with a range of examples	2
• Demonstrates a basic knowledge with limited examples	1

**Question 18 (a)***Competencies assessed: THHGGA02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• All five steps	2
• 3/4 steps	1

**Question 18 (b)***Competencies assessed: THHGGA02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains process correctly (step by step)	2
• Process must include “do not open” (and reason)	1

**Question 18 (c)**

*Competencies assessed: THHGGA02B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identify two correct classifications and one example for each</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies two correct classifications with no examples or/ one correct classification with an example</li> </ul>	1

**Question 19 (a)**

*Competencies assessed: THHGCS01B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of primary research</li> <li>Correctly evaluates TWO types of primary research required to source appropriate information using examples</li> <li>Discusses potential benefits of chosen research types</li> </ul>	6
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of primary research</li> <li>Correctly evaluates two types of primary research required to source appropriate information</li> <li>Outlines potential benefits of chosen research types</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates a general understanding of primary research</li> <li>Identifies two types of primary research or evaluates one type of primary research to source information</li> <li>Outlines potential benefits of chosen research type/s</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of primary research</li> <li>Identifies one primary OR two other research type/s</li> <li>Outlines some benefits of chosen research type/s</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies one type of primary research</li> <li>Outlines some benefits of chosen research type</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies one type of research AND</li> <li>Gives some benefits of using this research type</li> </ul>	1

**Question 19 (b)***Competencies assessed: THHGCS01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Selects two appropriate methods of sharing research information</li><li>• Provides sound reasons for the methods chosen</li></ul>	2
<ul style="list-style-type: none"><li>• Selects one appropriate method of sharing research information</li><li>• Provides limited reason for the method chosen</li></ul> OR <ul style="list-style-type: none"><li>• Selects at least TWO methods without reason</li></ul>	1

**Question 20***Competencies assessed: THHGFA01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly explains five procedures</li></ul>	5
<ul style="list-style-type: none"><li>• Correctly explains four procedures</li></ul> OR <ul style="list-style-type: none"><li>• Correctly explains THREE procedures and lists TWO other procedures</li></ul>	4
<ul style="list-style-type: none"><li>• Explains three procedures OR</li><li>• Lists four–five procedures</li></ul>	3
<ul style="list-style-type: none"><li>• Explains two procedures OR</li><li>• Lists three procedures</li></ul>	2
<ul style="list-style-type: none"><li>• Explains one procedure OR</li><li>• Lists two procedures</li></ul>	1

**Question 21 (a)***Competencies assessed: THTTC001B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an understanding of tourism bodies naming TWO and outlining their role/function accurately	4
• Demonstrates an understanding of tourism bodies by naming TWO and outlining the role/function of ONE accurately	3
• Demonstrates an understanding of tourism bodies by naming ONE and outlining its role/function	2
• Names TWO industry bodies	1

**Question 21 (b)***Competencies assessed: THTTC001B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Current issue correctly identified <u>and</u> discussed, linking to correct industry body	2
• Current issue correctly identified and linked to industry body but <u>not</u> discussed	1

## Section III

### Question 22

Competencies assessed: *THTSOP02B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive knowledge of the destination New Zealand and its key tourism features/attractions</li> <li>• Explains the suitability of the destination for a variety of client types</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 destination New Zealand and a variety of key tourism features/attractions</li> <li>• Explains the suitability of the destination for a variety of client types</li> <li>• Communicates with some consistency and accuracy ideas and information in a cohesive response</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of the destination New Zealand and a selection of key tourism features/attractions</li> <li>• Explains the suitability of the destination for some client types</li> <li>• Communicates information in a generalised response</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of the destination New Zealand and identifies a selective understanding of key tourism features/attractions of New Zealand OR</li> <li>• Explains the suitability of destination for some client types</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• Communicates information in a basic response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Selects some attractions or sight seeing opportunities within New Zealand</li> <li>• Communicates information in a basic response</li> </ul>	1–3

**Question 23**
*Competencies assessed: THHGFA01B, THTSOP03B*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the products required by an inbound tourist</li> <li>• Correctly recommends a range of appropriate transport, sightseeing, accommodation options and payment methods</li> <li>• Relates the benefits of the selected products to client types and their specific interest</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 required by an inbound tourist</li> <li>• Correctly recommends a range of appropriate transport, sightseeing, accommodation options and payment methods</li> <li>• Relates the benefits of some products to client types and their specific interest</li> <li>• Communicates information accurately in a structured response</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a general understanding of the products required by an inbound tourist</li> <li>• Correctly recommends some appropriate transport, sightseeing, accommodation options and payment methods</li> <li>• Relates the benefits of some products to client types and their specific interest</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 the products required by an inbound tourist AND</li> <li>• Correctly recommends some appropriate transport, sightseeing and accommodation options OR/</li> <li>• Correctly recommends some appropriate transport, sightseeing or accommodation options with benefits to client and identifies at least one payment method</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 required by an inbound tourist</li> <li>• Recommends some transport OR sightseeing OR accommodation options</li> <li>• Lists at least one payment method</li> <li>• Communicates information in a limited response</li> </ul>	1–3

**Question 24**

Competencies assessed: *THHCOR02B, THHCOR01B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of customer service in relation to internal and external customers</li> <li>• Identifies positive and negative implications when dealing with customers from different cultural backgrounds</li> <li>• Exhibits an understanding of legislation relating to cultural diversity in the workplace</li> <li>• Applies strategies in a range of situations</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 customer service in relation to internal and external customers</li> <li>• Identifies positive and negative implications when dealing with customers from different cultural backgrounds</li> <li>• Exhibits an understanding of legislation relating to cultural diversity in the workplace</li> <li>• Applies strategies to some situations</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 customer service in relation to internal and external customers</li> <li>• Identifies positive and/or negative factors when dealing with customers from different cultural backgrounds</li> <li>• Exhibits an understanding of cultural diversity in the workplace</li> <li>• Communicates information in a generalised response</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of customer service in relation to internal and/or external customers</li> <li>• Identifies positive and/or negative factors when dealing with customers from different cultural backgrounds</li> <li>• Communicates information in a basic response</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of customer service</li> <li>• Identifies positive or negative points for dealing with customers from different cultural backgrounds</li> <li>• Communicates information in a superficial response</li> </ul>	1–3