

TOURISM & HOSPITALITY STUDIES

Report on Students Performance in the Practice Paper

The practice papers were piloted in six schools with around 100 students participated in the piloting exercise. Despite the small sample size, students' performance in this exercise could still reflect their weaknesses in answering questions. Readers are advised to study this report together with the selected samples of student performance so that they can better understand the high, mid and low performances of students in this piloting exercise.

Paper 1

Section A (Multiple-choice questions)

There were 30 MC questions in Section A. Students' performances were good in general. The mean percentage score was 71.44, and the standard deviation was 10.51. Some misconceptions of students were revealed from their performance in the following items:

Q.2 and Q.22 were rather straight-forward questions. However, the percentages of students who got the answers right were a bit low in these questions. Students' failure in choosing the key was probably due to the fact that they were weak in the application of concept in the context of the tourism and hospitality industry. It was particularly evident in the performance of Q.23 as many students failed to identify the components of the service pledge in customer service. Extensive reading can help students cope with questions of these types.

Q.2 A destination has enough facilities and accommodations available to receive early mass tourists. According to the Tourist Area Life Cycle, at which stage is the destination at?

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|------|---------------|-------|
| * A. | consolidation | (28%) |
| B. | development | (41%) |
| C. | expansion | (12%) |
| D. | involvement | (19%) |

Q.22 An escort is arranged immediately on request to provide individual care to an elderly person. Which customer service dimensions does this case represent?

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|------|----------------|-------|
| (1) | reliability | |
| (2) | responsiveness | |
| (3) | empathy | |
| (4) | assurance | |
| A. | (1) and (3) | (17%) |
| B. | (1) and (4) | (10%) |
| * C. | (2) and (3) | (43%) |
| D. | (2) and (4) | (29%) |

Q.23 The service pledge of an airline generally does NOT cover

- | | | |
|------|--|-------|
| * A. | weather condition at the destination. | (36%) |
| B. | waiting time at the check-in counter. | (24%) |
| C. | punctuality of flight departure or arrival. | (9%) |
| D. | lead time for handling a customer complaint. | (31%) |

Section B (Data-based questions)

Section B consists of two questions. Students were required to answer any one question in this section. Students' performance is summarized in the table below:

Question Number	Performance in General
1 (a)(i)	Good. Students were able to suggest an appropriate mode of transportation.
(ii)	Fair. Many students simply identified some general facilities, eg. toilets, chairs, etc. which were not specific and unique to the subject context.
(iii)	Most of the students were able to figure out the correct answer.
(b)	Fair. As in (a)(ii), many students simply identified the reasons for arrivals by land, but the trend was not well explained.
(c)	Good. Students were able to propose the methods to increase the number of visitor arrivals by sea.
2 (a)	Well answered. Students were able to identify the correct type of hotel.
(b)	Good. Most of the students were able to spell out the types of travellers staying on the executive floor.
(c)	Fair. Many students were not able to distinguish clearly the differences between tangible and intangible services.
(d)	Fair. Many students were not able to identify the personalized services that can be offered on the executive floor of a hotel.
(e)	Fair. Students failed to understand the rationale behind for hotels to offer executive floors.
(f)	Good. Most of the students recognized the job nature of different hotel departments.

General comments and recommendations

1. Students generally were confident in going about straight-forward questions, including those that involved calculations. However, care should be taken when answering questions that required specific and unique answers to a particular subject context as far as tourism and hospitality issues are concerned.
2. Students often spent too much time and effort in elaborating an answer on a single issue, instead of providing sufficient points to make a relatively complete answer. As a result, some students were unable to get higher marks.

Paper 2

Paper 2 consists of five questions. Students are required to answer any three questions. Each question carries 18 marks for content and 2 marks for effective communication. Students' performance is summarized in the table below:

Question Number	Performance in General
1 (a)	Good. Most of the students were able to give appropriate explanations on the economical impacts of tourism such as employment, income, tax revenue and so on. However, quite a number of students could only give short answers without elaborations.

Question Number	Performance in General
(b)	Fair. Most students were able to specify the role of the Travel Industry Council clearly, but quite a number of them were not able to clarify the role of Tourism Commission. Some students did not have sufficient knowledge on the functions of these tourism organizations as evident in their answers that were irrelevant.
2 (a)	Satisfactory. Many students gave correct matches for the forms of tourism with relevant examples. Some were able to give detailed descriptions on these examples.
(b)	Fair. Most students were able to quote a number of measures including the optimum use of resources and maximization of benefits to conservation and the local community in Tai O. However, many of the students failed to focus on how these measures could relate to sustainable tourism development.
3 (a)	Fair. About half of the students were able to correctly describe the climate and natural landscapes of the destination.
(b)(i)	Mediocre. Many students failed to describe the characteristics of the types of tourists.
(ii)	Mediocre. Quite a number of students could only mention the needs of family segment, but failed to give other relevant answers.
4 (a)	Satisfactory. Many students recognized the advantages of using of PMS in hotel operations such as cost saving, income generating, minimizing complaints of clients and so on.
(b)	Good. A majority of the students were able to spell out the disadvantages of using PMS in hotel operations like cost-inefficiency and security problem etc.
5 (a)	Good. Most students were able to describe the measures in boosting up the business of the restaurant by ways of promotion, on-the-job training, management and so on. Some students gave answers not suggested in the marking scheme that were correct and well reasoned, showing that students have had a sound knowledge on catering services.
(b)	Satisfactory. Many students were able to describe the factors that could affect the design of a new menu. Moreover, they also elaborated properly on each of the factors.

General comments and recommendations

1. Students were generally able to provide relevant answers to the questions and give examples to support their answers.
2. There is still room for students to improve their analytical skills in answering essay-typed questions. Group activities, discussions, scenarios and reading newspapers on local and current issues could facilitate the enhancement in these abilities and skills.
3. It is still common for some students to simply give very general and superficial answers. Students who did not use unique terms pertaining to the subject context might account for their inability to present their answers with facts and sound arguments.
4. Regarding marks for effective communication, most students made a good attempt to present their answers in complete sentences and in paragraph format. However, more attention should be paid to the coherence and consistency of ideas.