

**2004 HSC Notes from  
the Marking Centre  
Tourism**

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## 2004 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 2004 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 2004 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. It should be noted that this is the first year that the revised Training Package has been assessed and therefore the competencies assessed differ from previous years.

### General Comments

In 2004, 349 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	A
2	D
3	D
4	C
5	B
6	C
7	A
8	C

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

## **Section II**

### **Specific Comments**

#### **Question 16**

The responses to this question varied greatly with the weaker responses listing the duties of an employee working for a cruise company and not addressing the OH&S responsibilities.

#### **Question 17**

This three-part question was very practical, with stimulus material provided. The parts varied in skill level with part (c) requiring a higher level of application of knowledge than the first two parts which were based on the stimulus material. In part (c) the responses needed to reflect a response that was unique to South Australian tourism and not applicable to tourism anywhere in the world, ie no marks were allocated to responses that said ‘shopping’ as this could be an attraction anywhere in the world.

#### **Question 18**

In previous years, map questions have been very poorly answered. The responses in this question demonstrated that the majority of candidates were able to apply knowledge learned in response to visual stimulus.

Part (b) of this question required candidates to apply destination knowledge about Great Britain. Weaker responses did not demonstrate knowledge related to Great Britain and were non-specific in their content.

#### **Question 19**

This was a very practical question in two parts. In part (a) the majority of candidates were able to identify and respond correctly. However, weaker responses in part (b) demonstrated a lack of justification and the weaker responses did not demonstrate a knowledge of what was required.

#### **Question 20**

This practical question provided the candidates with stimulus material in the form of an invoice from a tour wholesaler to a retail travel agent. Part (a) required candidates to extract two given numerical amounts from the invoice and add them together for one mark. The majority of candidates attempted this and were able to correctly present the response required.

Part (b) provided further information to the candidates. They had to use this new information together with the information from the original invoice and indicate any amendments to reflect what a new, corrected invoice would look like. They were required to complete 21 spaces on a new invoice to correctly reflect the amendments for 5 marks. This question catered for all band ranges. Most candidates were able to correctly show the amended gross and nett land and total. Stronger responses were able to separate the tax from the airfare component and recalculate the commission, not including the tax. They also included the correct amendment fee, as per the original invoice conditions. Weaker responses failed to show the correct amendment fee. Some responses did not

reflect an understanding that this invoice was not for the passenger, but from a wholesaler to an agent.

### **Question 21**

The majority of responses were focused on customer service and did not demonstrate a correlation with ‘a responsible work ethic’. Weaker responses did not provide any examples.

### **Section III**

This section comprised three questions. Candidates needed to complete two questions. The majority of candidates chose the first two questions with less than a third of the candidates responding to Question 24.

### **Question 22**

The responses to this question reflected numerous negative impacts with little emphasis on positive impacts. Little reasoning was provided. Weaker responses focused on building impacts and did not demonstrate a cohesive response relating to tourism impacts. Many responses dwelled on the costs and legislation relating to building the resort and short-term impacts related to developing the resort, not to the impacts of the actual resort. Average responses addressed positive economic and environmental issues but reflected a weakness of understanding of social issues and impacts. Many responses reflected candidates’ opinions rather than facts.

Stronger responses were able to comprehensively and cohesively consider all impacts and demonstrated, with examples, issues and impacts that would need to be considered.

### **Question 23**

This question was a very popular choice with candidates. Better responses were able to present and communicate their ideas and information both consistently and accurately. They were able to combine information from different competency areas to demonstrate a comprehensive approach to justifying their choices and provided appropriate examples.

Average responses reflected an understanding of products, services and promotional tools but lacked depth in reasoning, justification and examples.

Weaker responses did not provide examples and often focused on the duties and customer service requirements of a visitor centre employee rather than the products, services and tools that an employee could select.

## **Question 24**

The responses to this question reflected good geographical knowledge related to Western Australia and advice to travellers entering Australia. Weaker responses were very general and not specifically related to Western Australia or to the correct time of year.

Many responses focused on destination information rather than accounting for how this information, if provided prior to departure, could contribute to quality service. Many responses adopted a format of writing a letter to the inbound travellers and telling them what to expect in Australia. These responses demonstrated a lack of understanding of group pre-departure information. Better responses reflected relevant destination information and advice, and demonstrated an understanding of inbound travellers' needs and how this advice could contribute to quality customer service.

# Tourism

## 2004 HSC Examination Mapping Grid

Question	Marks	Unit of competency / Element of competency	
<b>Section I</b>			
1	1	THHGFA01B	Process financial transactions (process receipts and payments)
2	1	THTTCO01B	Develop and update tourism industry knowledge (seek information on the tourism industry)
3	1	THTSOP03B	Access and interpret product information (interpret product information)
4	1	THHCOR01B	Work with customers and colleagues
5	1	THTSOP02B	Source and provide destination inform
6	1	THHGGA02B	Perform office procedures
7	1	THHGCS01B	Develop and update local knowledge
8	1	THHGFA01B	Process financial transactions
9	1	THHCOR03B	Follow OHS procedure
10	1	THTSOP02B	Source and provide destination information
11	1	THHGGA01B	Communicate on the telephone
12	1	THTSOP03B	Access and interpret product information
13	1	THHCOR02B	Work in a socially diverse environment
14	1	THHGCS01B	Develop and update local knowledge
15	1	THTTCO01B	Develop and update tourism industry knowledge
<b>Section II</b>			
16	5	THHCOR03B	Follow OHS procedures
17 (a)	1	THTSOP03B	Access and interpret product information
17 (b)	3	THTSOP03B	Access and interpret product information
17 (c)	4	THTSOP02B	Source and provide destination information and advice
18 (a)	3	THTSOP02B	Source and provide destination information and advice
18 (b)	3	THTSOP02B	Source and provide destination information and advice
19 (a)	2	THHGCS01B THHCOR02B	Develop and update local knowledge Work in a socially diverse environment

Question	Marks	Unit of competency / Element of competency	
19 (b)	4	THHGCS01B THHCOR02B	Develop and update local knowledge Work in a socially diverse environment
20 (a)	1	THHGFA01B THHGGA02B	Process financial transaction Perform office procedures
20 (b)	5	THHGFA01B THHGGA02B	Process financial transaction Perform office procedures
21	4	THHCOR01B	Work with colleagues and customers
<b>Section III</b>			
22	15	THTTCO01B	Develop and update tourism industry knowledge
23	15	THHGCS01B THTSOP03B	Develop and update local knowledge Access and interpret product information
24	15	THTSOP02B	Source and provide destination information and advice

## 2004 HSC Tourism Marking Guidelines

### Section II

#### Question 16

*Competencies assessed: THHCOR03B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive knowledge of OHS</li> <li>• Accurately communicates the responsibilities between these requirements and the employee</li> <li>• Applies them to an employee working for a cruise company</li> <li>• Communicates a broad range of ideas and uses via appropriate examples</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Demonstrates a good/general knowledge of OHS</li> <li>• Accurately communicates some responsibilities between these requirements and the employee</li> <li>• Communicates information and ideas using appropriate examples</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• Demonstrates a basic knowledge of OHS</li> <li>• Makes some reference to responsibilities</li> </ul>	1

**Question 17 (a)***Outcomes assessed: THTSOP03B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies day and time	1

**Question 17 (b)***Outcomes assessed: THTSOP03B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies correct fare per person, car cost and calculates total costs	3
• Correctly identifies 3 of the above	2
• Correctly identifies 2 of the above	1

**Question 17 (c)***Outcomes assessed: THTSOP02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a broad knowledge of SA tourist attractions and sights • Correctly outlines 3 popular attractions/sights	4
• Demonstrates a good knowledge of SA tourist attractions and sights • Correctly identifies 3 popular attractions/sights	3
• Demonstrates a basic knowledge of SA tourist attractions and sights • Correctly identifies 2 popular attractions/sights	2
• Demonstrates limited knowledge of SA tourist attractions and sights • Correctly identifies 1 popular attraction or sight OR • Correctly identifies at least TWO attractions or sights	1

**Question 18 (a)***Competencies assessed: THTSOP02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies all 6 countries/areas	3
• Correctly identifies 4 or 5 countries/areas	2
• Correctly identifies 2 or 3 countries/areas	1

**Question 18 (b)***Competencies assessed: THTSOP02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies all 6 components	3
• Correctly identifies 4 or 5 components	2
• Correctly identifies 2 or 3 components	1

**Question 19 (a)***Outcomes assessed: THHGCS01B, THHCOR02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies 5 sources of information used at a local level	2
• Correctly identifies at least 3 sources of information used at a local level	1

**Question 19 (b)***Outcomes assessed: THHCOR02B, THHGCS01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a broad knowledge of effective strategies to overcome language barriers</li><li>• Justifies the strategies in a well-structured response</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good knowledge of effective strategies to overcome language barriers</li><li>• Justifies the strategies in a well-structured response</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a limited knowledge of effective strategies to overcome language barriers</li><li>• Justifies at least one strategy</li></ul>	2
<ul style="list-style-type: none"><li>• Justifies at least 2 strategies to overcome language barriers</li></ul>	1

**Question 20 (a)***Outcomes assessed: THHGFA01B, THHGGA02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• The total commission earned from the holiday (land tour plus air fare)</li></ul>	1

**Question 20 (b)***Outcomes assessed: THHGFA01B, THHGGA02B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Correctly completes ALL costings associated with the new booking including correct amendment fee, gross, net, commissions and totals</li></ul>	5
<ul style="list-style-type: none"><li>• Correctly completes the gross cost column, including all the totals</li><li>• Demonstrates understanding of net cost = gross cost – commission</li><li>• Makes the correct link between the total land arrangements and total airfares for each gross, commission, net</li><li>• Includes the correct amendment fee</li></ul>	3–4
Any THREE of the following: <ul style="list-style-type: none"><li>• Correctly completes the gross cost column, including the total, for land arrangements or airfares</li><li>• Demonstrates understanding of net cost = gross cost – commission</li><li>• Makes the correct link between the total land arrangements and total airfares for each gross, commission, net</li><li>• Includes the correct amendment fee</li></ul>	2
Any TWO of the following: <ul style="list-style-type: none"><li>• Correctly completes the gross cost, including total, for land arrangements</li><li>• Correctly completes the gross cost, including the total, for airfares</li><li>• Includes the correct amendment fee</li></ul>	1

**Question 21***Outcomes assessed: THHCOR01B***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of work ethic in the tourism industry and how it contributes to a higher standard of customer service</li><li>• Demonstrates a perceptive understanding of work ethic by referring to both internal and external customers</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of work ethic in the tourism industry and how it contributes to a higher standard of customer service</li><li>• Demonstrates a clear understanding to internal and/or external customers</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of work ethic in the tourism industry and how it contributes to a higher standard of customer service</li><li>• Identifies basic examples to either internal OR external customers</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of work ethic in a tourism industry and how it contributes to quality customer service</li></ul>	1

## Section III

### Question 22

Competencies assessed: *THTTC001B*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the economic, social and environmental issues (positive and negative) to be considered when developing a resort</li> <li>• Consistently and accurately communicates ideas and information in a well-structured response including appropriate examples</li> <li>• Demonstrates critical judgement and sound reasoning in identifying and relating the implications of these impacts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a broad understanding of the economics, social and environmental issues (positive and negative) to be considered when developing a resort</li> <li>• Accurately communicates ideas and information in a well-structured response including appropriate examples</li> <li>• Demonstrates accomplished judgement and sound reasoning in identifying and relating the implications of these impacts</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the economic, social and environmental issues (positive and negative) to be considered when developing a resort</li> <li>• Communicates ideas and information including appropriate examples</li> <li>• Demonstrates good judgement in identifying and relating some implications of the impacts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides a basic understanding of social, economic or environmental issues to be considered when developing a resort</li> <li>• Communicates basic ideas and information including limited examples</li> <li>• Demonstrates limited judgement in identifying and/or relating some implications of the impacts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides a limited understanding of social, economic or environmental issues to be considered when developing a resort</li> <li>• Communicates insignificant ideas and information</li> <li>• Identifies some implication of an impact</li> </ul>	1–3

**Question 23**

Competencies assessed: *THGCS01B, THTSOP03B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the products, services and promotional tools required to establish and maintain a successful Visitor Information Centre</li> <li>• Consistently and accurately communicates ideas and information in a well-structured response, including appropriate examples</li> <li>• Demonstrates critical judgement and sound reasoning in identifying and justifying appropriate products and services</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a broad understanding of the products, services and promotional tools required to establish and maintain a successful Visitor Information Centre</li> <li>• Consistently and accurately communicates ideas and information in a well-structured response, including appropriate examples</li> <li>• Demonstrates accomplished judgement and sound reasoning in identifying and justifying appropriate products and services</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the products, services and promotional tools required to establish and maintain a successful Visitor Information Centre</li> <li>• Communicates ideas and information including appropriate examples</li> <li>• Demonstrates good judgement and reasoning by identifying and justifying some appropriate products and services</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides a basic understanding of the products and services required to establish a successful Visitor Information Centre</li> <li>• Communicates basic ideas and information using limited examples</li> <li>• Demonstrates limited judgement by identifying/ justifying some appropriate products and service</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides a limited understanding of either the products or services required to establish a Visitor Information Centre</li> <li>• Communicates insignificant ideas and information</li> <li>• Identifies at least TWO examples of either products and service</li> </ul>	1–3

**Question 24**

*Competencies assessed: THTSOP02B*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the destination Western Australia</li> <li>• Identifies a wide range of destination information and advice contributing quality service for an inbound group</li> <li>• Demonstrates critical judgement and justification in selecting and organising relevant destination information and advice</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a broad understanding of the destination Western Australia</li> <li>• Identifies a range of destination information and advice contributing quality service for an inbound group</li> <li>• Demonstrates accomplished judgement and justification in selecting and organising relevant destination information and advice</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the destination Western Australia</li> <li>• Identifies some destination information and advice contributing quality service for an inbound group</li> <li>• Demonstrates limited judgement in selecting and organising relevant destination information and advice</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides a basic understanding of the destination Western Australia</li> <li>• Identifies limited destination information</li> <li>• Demonstrates basic ability to organise destination information</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Provides limited understanding of the destination Western Australia</li> <li>• Selects insignificant destination information</li> <li>• Demonstrates limited ability to select relevant destination information</li> </ul>	1–3