

**2008 HSC Notes from
the Marking Centre
Tourism**

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2008 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 2008 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 2008 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 2008, 362 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) which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with, or contain, any key word from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked, and 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	D
2	B
3	A
4	B
5	C
6	C
7	A
8	C

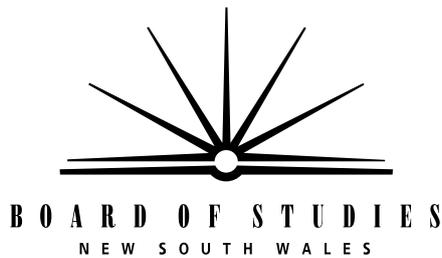
Question	Correct response
9	B
10	D
11	B
12	C
13	A
14	D
15	C

Tourism

2008 HSC Examination Mapping Grid

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

Question	Marks	Unit of competency / Element of competency
22	4	THTTCO01B – Develop and update tourism industry knowledge
Section III		
23	15	THTTCO01B – Develop and update tourism industry knowledge
24	15	THHGCS01B – Develop and update local knowledge
25	15	THTSOP02B – Source and provide destination information and advice THTSOP03B – Access and interpret product information



2008 HSC Tourism Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Tourism, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to units/elements of competency as detailed in the syllabus, is also included.

Section II

Question 16

Competencies assessed: THHGGA01B, THHCOR02B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly explains the most appropriate way of dealing with the situation, including logical steps and follow up 	4
<ul style="list-style-type: none"> Explains an appropriate way of dealing with the situation, missing steps, and/or follow up 	3
<ul style="list-style-type: none"> Lists THREE/FOUR steps to effectively deal with situation 	2
<ul style="list-style-type: none"> Lists TWO steps to effectively deal with situation 	1

Answers could include:

- Excuse yourself from face to face/international client
- Answer call promptly – identify and assist
- Friendly and courteous
- Recording information and repeat back
- Hold or transfer
- Apologise to client – respecting needs
- Retaining rapport and showing sensitivity/empathy
- Maintaining calm demeanour
- Message passed on/noted
- Follow up/call back

Question 17 (a)

Competencies assessed: THHGGA02B, THHGFA01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly calculates the total amount payable, showing working 	2
<ul style="list-style-type: none"> Correctly calculates total without working OR <ul style="list-style-type: none"> Uses correct amounts but total incorrect 	1

Answers could include:

SYD/CNS	Flights 2 × \$249 = \$498
CNS/SYD	Flights 2 × \$229 = \$458
Daintree Day Tour	2 × \$125 = \$250
Accommodation	7 nights × \$129 = \$903

TOTAL \$2109

Question 17 (b)

Competencies assessed: THHGGA02B, THHGFA01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly calculates 5% commission on total from Question 17 (a) 	1

Sample answer:

5% of \$2109 = **\$105.45** commission earned from this booking

OR

5% of total used in Question 17 (a)

Question 17 (c)

Competencies assessed: THHGGA02B, THHGFA01B

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Informs client of correct total amount to be paid Includes all required elements of a standard confirmation letter Demonstrates a comprehensive understanding of appropriate letter content and construction 	4
<ul style="list-style-type: none"> Informs client of correct total amount to be paid Includes most elements of a standard confirmation letter Demonstrates a sound understanding of appropriate letter content and construction 	3
<ul style="list-style-type: none"> Informs client of correct total amount to be paid Includes some elements of a standard confirmation letter Demonstrates a basic understanding of appropriate letter content and construction 	2
<ul style="list-style-type: none"> Includes some elements of a standard confirmation letter Demonstrates a limited understanding of appropriate letter content and construction 	1

Answers could include:

Standard components;

Departure place and date, total amount payable, inclusions, deposit amount and due date, final balance amount and date, travel insurance recommendation, other important information

- Correct letter format with appropriate introduction and closure eg ‘We would like to confirm the following...’ – If our staff can be of any further assistance... etc
- Total amount payable is \$2109
- Cost per person is \$1054.50
- “We recommend that you take out travel insurance for your trip. I have enclosed a brochure for you.”

- The reference to a deposit and final balance being required and suggesting which dates and amounts would be most appropriate
- A feasible suggestion for the above would be along the lines of deposit of \$150 pp is required to secure this booking and final balance will be required no less than 30 days prior to departure. This being 23rd March, 2009, or similar.

Question 18

Competencies assessed: *THTSOP02B*

MARKING GUIDELINES

Criteria	Marks
• 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

Answers could include:

<i>Tourist Attraction</i>	Parthenon	Gondolas	Pyrenees	The Black Forest
<i>Country in which the attraction is located</i>	Greece	Italy	France	Germany
<i>Another attraction in the same country</i>	Greek Islands Olympic history Plaka Festival of Winds Delphi Acropolis Temple of Apollo Cape Sounion Hadrian's Arch Temple of Zeus Olympia	Trevi Fountain	Eiffel Tower Champs Elysees Palace of Versailles Arc De Triomphe Notre Dame Champagne Montmarte Le Tour De France Mount Blanc Dordogne Valley	Berlin Wall Rhine River War history Concentration camps Castles Cologne Gothic cathedral Birthplace of Beethoven Heidelberg Octoberfest
<i>A country that shares a border with the country named above</i>	Bulgaria	Switzerland France Austria Slovenia Andorra	Spain Switzerland Belgium; Germany Italy Luxembourg	Poland

Question 19*Competencies assessed: THHCOR01B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Justifies the importance of professional presentation in the workplaceProvides a range of relevant examples OR relates a good example to a relevant workplace	5
<ul style="list-style-type: none">Justifies presentation standards in the workplaceProvides some examples OR relates presentation standards to a workplace	3–4
<ul style="list-style-type: none">Lists at least TWO points, (may include a negative example) AND/OR <ul style="list-style-type: none">Outlines presentation standards	1–2

Answers could include:

Discussion to include some of the following:

- Promote good will
- Repeat business
- Good customer relations
- Publicity
- Professionalism
- Reputation
- Bad impression → loss of business
- Creates good first impression
- Easily identified
- Improves communication
- OHS requirements
- Team morale/presentation
- Customer expectation
- Job function
- Work location

Question 20*Competencies assessed: THTSOP03B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the importance of using industry terminology• Provides a range of appropriate examples	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of the importance of using industry terminology• Provides some examples	3
<ul style="list-style-type: none">• Limited understanding of the importance of using industry terminology• Provides at least one example	2
<ul style="list-style-type: none">• Demonstrates a superficial understanding of using industry terminology	1

Answers could include:

- Typical industry practice
- General procedures relating to major product categories
- Crosses language barriers
- Worldwide language
- Reduces errors/risk of misunderstanding
- Time saving/efficiency
- Legal implications
- CRS
- Use of 24hr clock
- Use of city and airline codes
- Use of accommodation types
- Use of other common abbreviations used in each product sector
- Phonetic alphabet → (terminology)
- Inbound/outbound → terminology
- Inter/intra state → terminology
- Long haul/short haul
- Air gateway – domestic and international

Question 21 (a)

Competencies assessed: *THTSOP02B*

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies FIVE sources of information on the Northern Territory	3
• Correctly identifies THREE or FOUR sources of information on the Northern Territory	2
• Correctly identifies TWO sources of information on the Northern Territory	1

Answers could include:

Sources could include: trade publications, LTA, DiscoverNT, regional databases and websites, specific NT Tour operators and brochures, maps, seminars and product evenings/functions.

Question 21 (b)

Competencies assessed: *THTSOP02B*

MARKING GUIDELINES

Criteria	Marks
• Correctly describes the location of Kakadu National Park	1

Sample answer:

Top End NT – east of Darwin

Question 21 (c)

Competencies assessed: *THTSOP02B*

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies TWO important geographic features located in the Northern Territory	1

Answers could include:

Uluru (Ayers Rock), Kata Tjuta (Olgas), Devil’s Marbles, McDonnell Ranges, Tanami Desert, Simpson Desert, Rainbow Valley, Henley River, Litchfield NP, Alligator River, Melville or Bathurst Islands, Katherine Gorge

Question 22 (a)*Competencies assessed: TH TTC001B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Correctly defines the term multiplier effect• Includes an appropriate example	2
<ul style="list-style-type: none">• Provides a partial definition for the multiplier effect OR <ul style="list-style-type: none">• Provides an example	1

Sample answer:

The Multiplier Effect is the flow of spending through the community as a result of tourism activities.

Question 22 (b)*Competencies assessed: TH TTC001B***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive description of TWO economic costs	4
<ul style="list-style-type: none">• Provides a description of ONE economic cost• Lists some other cost	3
<ul style="list-style-type: none">• Provides a description of ONE economic cost OR <ul style="list-style-type: none">• LISTS two economic costs	2
<ul style="list-style-type: none">• Outlines or lists ONE economic cost	1

Answers could include:**Leakage**

Club Med resort where profits return to the country of company ownership

Increase in inflation

When the country is enjoying high level of growth then we can see interest rates increase to curtail spending

Increase in taxes and rates

Due to the demand on public service like garbage collection and cleaning. Rate payers are burdened with increase in rates

Creation of exclusive tourist zones

Increase in costs of daily needs like groceries eg: Gold Coast

Section III

Question 23

Competencies assessed: *THTTC001B*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the Australian tourism industry over the last FIVE years • Explains the impacts of a range of world events including economic, social and environmental • Explains the impact of currency fluctuations • Communicates information accurately in a well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates a broad understanding of the Australian tourism industry over the last FIVE years • Explains the impact of some world events including TWO of economic, social OR environmental • Explains the impact of currency fluctuations • Communicates information accurately in a cohesive response 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the Australian tourism industry • Describes some world events including TWO of economic, social or environmental • Describes currency fluctuations • Communicates information accurately in a generalised response 	7–9
<ul style="list-style-type: none"> • Demonstrates a basic understanding of the Australian tourism industry • Outlines some world events • Makes limited reference to currency fluctuations • Communicates information in a basic response 	4–6
<ul style="list-style-type: none"> • Demonstrates a superficial understanding of the Australian tourism industry • List some world events <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited reference to currency fluctuations • Communicates information in a superficial response 	1–3

Question 23 (continued)***Answers could include:***

- Carbon credits
- Cost of petrol/fuel → day trippers, family drive holidays
- Perception of safety in travel
- Olympics in Beijing → pre and post touring
- Commonwealth Games
- Currency conversion → Japan inbound reduced – American dollar → we see outbound to Hawaii increase over Qld resorts
- Fuel levies on air tickets
- Unrest in Zimbabwe, Kenya → these were major gateways to Africa – now not visited
- Access to internet websites like Flight Centre, Webjet, Trip Advisor have reduced the need to consult a travel agent
- Dissolving of agents' commissions for domestic and trans-Tasman airfares
- Tiger Air and the influx of budget airlines into Australia
- Opening up of American air routes to other airlines
- Cost of living increases and unable to travel as seen as a luxury. Little spare income
- World Youth Day
- Athens Olympics
- Global food shortage
- Bali bombing – ongoing problems etc
- Rugby League World Cup
- Soccer World Cup
- Melbourne Cup
- London bombings
- APEC

Question 24

Competencies assessed: *THHGCS01B*

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the information; such as products, services and facilities required to include in an e-fact sheet • Accurately identifies sources of current and relevant information including appropriate examples • Demonstrates perceptive reasoning in identifying and justifying appropriate products, services, facilities etc 	13–15
<ul style="list-style-type: none"> • Demonstrates a broad understanding of the information; such as products, services and facilities required to include in an e-fact sheet • Accurately identifies sources of current and relevant information including appropriate examples • Demonstrates sound reasoning in identifying and justifying appropriate products, services, facilities etc 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the products, services and facilities required to include in an e-fact sheet • Identifies sources of information including appropriate examples • Demonstrates basic reasoning by identifying some appropriate products, services and facilities 	7–9
<ul style="list-style-type: none"> • Provides a basic understanding of the information; such as products, services and facilities required to include in an e-fact sheet • Identifies some information sources using limited examples • Demonstrates limited reasoning by identifying some appropriate products or services or facilities 	4–6
<ul style="list-style-type: none"> • Provides a limited understanding of the information required to include in an e fact sheet and/or provides at least ONE information source • Identifies at least TWO examples of either products, services and or facilities 	1–3

Answers could include:

- Calendar of local events including markets, parades and festivals
- Best time to visit – eg following wet season to see the waterfalls at their best
- Travelling routes/maps/timetables
- Methods of transport available
- Highlights of the area such as cultural, geographical and historical aspects
- Facilities available eg medical, banking, shopping, airport
- Contact details for various product in this area eg accommodation, attractions, transport, tours
- FAQs eg how long does it take to travel to? eg is there a chemist in the area? church services available?
- Region that e-fact sheet covers
- Suitability/target markets/customer needs

Question 25
Competencies assessed: THTSOP02B, THTSOP03B
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of obtaining feedback from internal and external customers, using a variety of methods • Evaluates skillfully the importance of collecting information • Exhibits a comprehensive understanding of how this information could be used • Communicates information accurately in a well-structured response 	13–15
<ul style="list-style-type: none"> • Demonstrates a sound understanding of obtaining feedback from customers, using a variety of methods • Evaluates effectively the importance of collecting information • Exhibits a sound understanding of how this information could be used • Communicates information accurately in a cohesive response 	10–12
<ul style="list-style-type: none"> • Demonstrates a general understanding of obtaining feedback from customers • Evaluates effectively the importance of collecting information • Exhibits a basic understanding of how this information could be used • Communicates information in a generalised response 	7–9
<ul style="list-style-type: none"> • Demonstrates a basic understanding of obtaining feedback from customers • Describes some aspects of the importance of collecting information • Provides basic information regarding use of information • Communicates information in a basic response 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of obtaining feedback from customers • Makes limited reference to use of information • Communicates information in a superficial response 	1–3

Answers could include:

- passenger feedback forms – at the end of the coach tour – collated by company
- supplier feedback – verbal meetings or form evaluation sheets/surveys
- mystery shopper
- observation – familiarisation
- focus groups
- email/telephone/written survey/questionnaires
- customer complaint forms
- staff evaluation
- random sampling
- body language
- letters
- web-site feedback
- presentation night
- suggestion box
- guest book

Uses may include:

- identification of concerns/issues
- put in place systems to improve
- informal different sectors of information
- maintain quality customer service
- reward staff for achievements
- recognise complaints/keep customers satisfied
 - increase in reputation
 - increase in repeat business
 - increase in revenue
 - update knowledge
 - promotion
 - incentives
 - lifting industry standards
 - competitiveness
 - training