

# **Tourism Studies**

## **Upper Secondary**

### **Teacher Guide**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

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## **Acknowledgements**

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## Secretary's message

This teacher guide is to be used by teachers when implementing the Upper Secondary Tourism Studies Syllabus (Grades 11 and 12) throughout Papua New Guinea. The Tourism Studies syllabus identifies the learning outcomes and content of the subject as well as assessment requirements. The teacher guide gives practical ideas about ways of implementing the syllabus: suggestions about what to teach, strategies for facilitating learning and teaching, how to assess and suggested assessment tasks.

A variety of suggested learning and teaching activities provides teachers with ideas to motivate students to learn, and make learning relevant, interesting and enjoyable. Teachers should relate learning in Tourism Studies to real people, issues and the local environment. Teaching using meaningful contexts and ensuring students participate in appropriate practical activities assists students to gain knowledge and understanding, and demonstrate skills in Tourism Studies.

Teachers are encouraged to integrate Tourism Studies activities with other subjects, where appropriate, so that students can see the interrelationships between subjects and that the course they are studying provides a holistic education and a pathway for the future.

I commend and approve the Tourism Studies Teacher Guide for use in all schools with Grades 11 and 12 students throughout Papua New Guinea.



**DR JOSEPH PAGELIO**

Secretary for Education

## Introduction

The purpose of this teacher guide is to help you to implement the Tourism Studies syllabus. It is designed to stimulate you to create exciting and meaningful teaching programs and lessons by enabling you to choose relevant and purposeful activities and teaching activities. It will encourage you to research and look for new and challenging ways of facilitating students' learning in Tourism Studies.

The teacher guide supports the syllabus. The syllabus states the learning outcomes for the subject; and outlines the content and skills that students will learn, and suggested assessment tasks.

The teacher guide provides direction for you in using the outcomes approach in your classroom. The outcomes approach requires you to consider assessment early in your planning. This is reflected in the teacher guide.

This teacher guide provides examples of learning and teaching activities, and assessment activities and tasks. It also provides detailed information on criterion-referenced assessment, and the resources needed to teach Tourism Studies .The section on recording and reporting shows you how to record students' marks and how to report against the learning outcomes.

## The outcomes approach

In Papua New Guinea, the Lower Secondary and Upper Secondary syllabuses use an outcomes approach. The major change in the curriculum is the shift to what students know and can do at the end of a learning period, rather than a focus on what the teacher intends to teach.

An outcomes approach identifies the knowledge, skills, attitudes and values that all students should achieve or demonstrate at a particular grade in a particular subject (the learning outcomes). The teacher is responsible for identifying, selecting and using the most appropriate teaching methods and resources to achieve these learning outcomes.

Imagine the student is on a learning journey, heading to a destination. The destination is the learning outcome that is described in the syllabus document. The learning experiences leading to the learning outcome are to be determined by the teacher. The teacher uses curriculum materials, such as syllabus documents and teacher guides, as well as textbooks or electronic media and assessment guidelines, to plan activities that will assist students achieve the learning outcomes. The outcomes approach has two purposes. They are:

- to equip all students with knowledge, understandings, skills, attitudes and values needed for future success
- to implement programs and opportunities that maximise learning.

Three assumptions of outcomes-based education are:

- all students can learn and succeed (but not on the same day or in the same way)
- success breeds further success
- schools can make a difference.

The four principles of the Papua New Guinean outcomes approach are:

**1 *Clarity of focus through learning outcomes***

This means that everything teachers do must be clearly focused on what they want students to be able to do successfully. For this to happen, the learning outcomes should be clearly expressed. If students are expected to learn something, teachers must tell them what it is, and create appropriate opportunities for them to learn it and to demonstrate their learning.

**2 *High expectations of all students***

This means that teachers reject comparative forms of assessment and embrace criterion-referenced approaches. The 'principle of high expectations' is about insisting that work be at a very high standard before it is accepted as completed, while giving students the time and support they need to reach this standard. At the same time, students begin to realise that they are capable of far more than before and this challenges them to aim even higher.

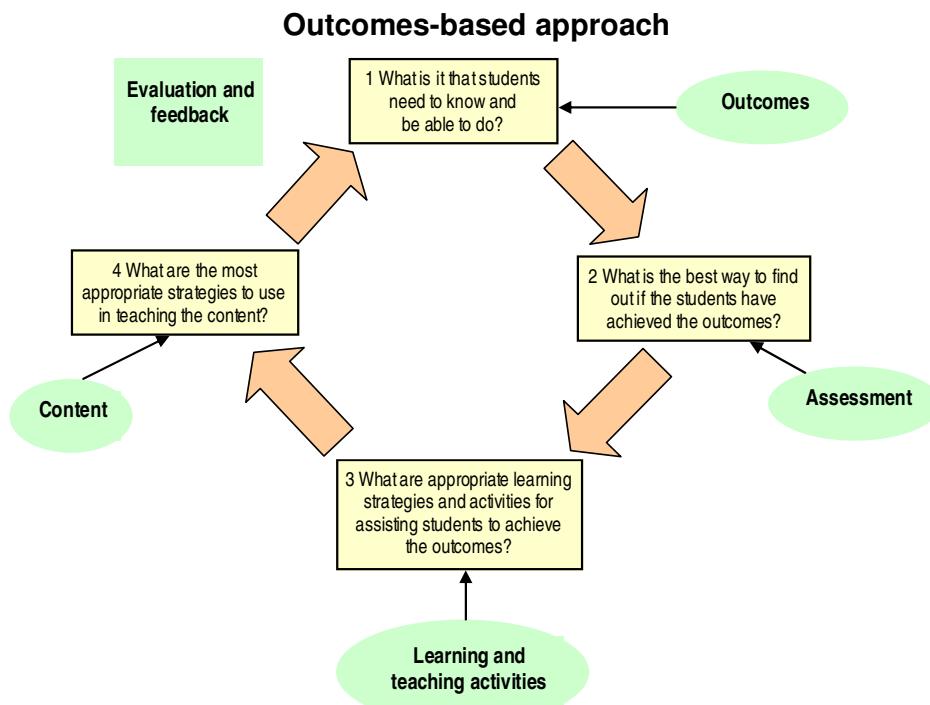
***Expanded opportunities to learn***

This is based on the idea that not all students can learn the same thing in the same way in the same time. Some achieve the learning outcomes sooner and others later. However, most students can achieve high standards if they are given appropriate opportunities. Traditional ways of

organising schools do not make it easy for teachers to provide expanded opportunities for all students.

4 *Planning and programming by ‘designing down’*

This means that the starting point for planning, programming and assessing must be the learning outcomes—the desired end results. All decisions on inputs and outputs are then traced back from the learning outcomes. The achievement of the outcome is demonstrated by the skills, knowledge and attitudes gained by the student. The syllabuses and/or teacher guides describe some ways in which students can demonstrate the achievement of learning outcomes.



Learning outcomes provide teachers with a much clearer focus on what students should learn. They also give teachers greater flexibility to decide what is the most appropriate way of achieving the learning outcomes and meeting the needs of their students by developing programs to suit local content and involve the community.

The outcomes approach promotes greater accountability in terms of student achievement because the learning outcomes for each grade are public knowledge; that is, they are available to teachers, students, parents and the community. It is not the hours of instruction, the buildings, the equipment or support services that are the most important aspect of the education process but rather, what students know and can do, as they progress through each grade. The outcomes approach means that learning

- has a clearer purpose
- is more interactive—between teacher and students, between students
- has a greater local context than before
- is more closely monitored and acted upon by the teacher
- uses the teacher as a facilitator of learning as well as an imparter of knowledge.

## Learning outcomes

The syllabus learning outcomes describe what students know and can do at the end of Grade 12. The level of achievement of the learning outcomes should improve during the two years of Upper Secondary study, and it is at the end of the study that students are given a summative assessment on the level of achievement of the learning outcomes. The learning outcomes for Tourism Studies are listed below.

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
2. describe and explain the growth of local, national, regional and global tourism
3. identify the role of tourism in the economic growth of a country
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
5. demonstrate an understanding of the principles of good management and customer service
6. communicate tourism information in a variety of ways and settings.

## Learning and teaching

You, as a teacher, must teach the knowledge that is included in the syllabus documents. You have to be able not only to teach what students should know, but also to interpret that knowledge for students in a way that makes it relevant to them, and enables them to begin to acquire skills of analysis and problem solving, which will support learning and teaching. You also need to give students some opportunities to apply their knowledge, to be creative and to solve problems.

### Learning and teaching strategies

Students who participate in guided instruction learn more than students who are left to construct their own knowledge (Mayer 2004). You need to employ a variety of learning and teaching approaches because all students do not learn in the same way. The 'auditory learner' prefers to use listening as the main way of learning new material whereas a 'visual learner' prefers to see things written down. Students should be actively involved in their learning and therefore you need to design appropriate practical activities or experiments, using resources that can be found in your location.

In Grades 11 and 12, students will already have had a wide variety of experiences. You need to make use of your students' experiences when designing and conducting learning in class, so that learning is connected to your students' world. There are many learning and teaching strategies described in the Lower Secondary teacher guides.

The most efficient and long-lasting learning occurs when teachers encourage the development of higher-order thinking and critical analysis skills, which include applying, analysing, evaluating and creating. Attention should also be paid to developing students' affective and psychomotor skills. To make sure that this happens, you should encourage deep or rich—rather than shallow—coverage of knowledge and understandings.

### Developing Tourism Studies skills

Students need to develop tourism skills and techniques. Skills development should happen as a part of students' learning experiences and the learning and practising of skills needs to take place in the context of tourism.

Skills learning tends to be most effective when:

- students go from the known to the unknown
- students understand why it is necessary to master specific skills
- skills are developed sequentially at increasing levels of difficulty
- students identify the components of the skill
- the whole skill and the components of the skills are demonstrated
- there are frequent opportunities for practice and immediate feedback
- the skills being taught are varied in terms of amount and type, according to the needs of students
- the skill is used in a range of contexts.

## What do students do in Tourism Studies?

### Field trips

Field trips are an essential part of the study of Tourism Studies. They facilitate the understanding of the tourism and hospitality industry and provide opportunities for students to experience firsthand the potential of their local areas for tourism. Field trips enable students to:

- acquire knowledge about local tourism by observing a variety of places
- explore the tourism attraction centres or information offices that make tourism possible in Papua New Guinea and abroad
- identify various ways of promoting tourism, including promotion, information, and communication to help in interpreting, leading and decision making about tourism satisfaction
- identify, select, organise and communicate tourism information
- explore a variety of tourism information, including statistics, data and promotional materials related to tourism
- understand the importance of cultural sensitivity
- participate in authentic learning experiences
- develop and communicate a knowledge of their local environment.

### Develop skills that are transferable to the workplace

- research, communication, organisation, team work, technological and critical thinking skills
- customer relations and work skills
- social and interpersonal skills required in the work place

## What do teachers of Tourism Studies do?

The Tourism Studies teacher:

- is interested in and concerned about events and movements in the local, national and global community
- actively seeks to keep informed while also maintaining a critical stance towards sources of information
- takes a principled stand, and supports others who do so, against injustices and inequalities relating to race, gender, class, physical or mental attributes
- informs himself or herself about environmental issues as they impact upon his or her community and on international communities and ecological systems
- values democratic processes as the best means of bringing about positive change
- engages in some form of social action to support her or his beliefs.

As a teacher, she or he will:

- model democratic values of fairness, justice and equal respect
- use a range of teaching styles that foster both individual development and group cooperation and enable learners to make the best use of their differing learning styles

- encourage her or his learners to adopt a reflecting and questioning position in relation to geographic knowledge
- teach the prescribed curriculum well with an emphasis on infusing issues dealing with human rights, relationships, self-esteem and respect for diversity
- be a critical and thoughtful teacher.

## Developing a program

A teaching program outlines the nature and sequence of learning and teaching necessary for students to demonstrate the achievement of the learning outcomes. The content of the syllabus describes the learning context and the knowledge required for the demonstration of each outcome. The relevant learning outcomes for each unit or topic are stated at the beginning of the unit and the requirements of the outcomes are elaborated.

Teachers must develop programs that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements.

The content prescribed in the units indicates the breadth and depth with which topics should be treated. The sequence of teaching is prescribed by the sequence of content. The learning outcomes and assessment, however, must be central to the planning of the teaching program.

## Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you make plans with the other teachers who teach the same subject. By planning together, you will *all* have better lessons and make better use of your limited resources.

### Points to consider when programming

- Which outcomes are students working towards?
- What is the purpose of this unit or topic or learning experience?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, values and attitudes, in Tourism Studies?
- What are the indicators of student learning that you would expect to observe?
- How can the learning experiences be sequenced?
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- What are the literacy demands of this unit or learning experience?
- What authentic links can be made with the content of other subjects?
- How can school events and practices be incorporated into the program?

- Do the assessment methods address the outcomes and enhance the learning?
- How can the assessment be part of the learning and teaching program?

### **The planning process**

In this teacher guide, ideas for programming and organising have been provided. These have been arranged in steps to help you teach the unit. The steps follow the thinking processes involved in the outcomes approach.

#### **Step 1: Interpreting the learning outcomes**

The first step is to read the description in the syllabus. Then study the learning outcomes and what students do to achieve the learning outcomes, in order to determine what students will know and be able to do by the end of the unit.

You need to look at the action verb, concept and context of each learning outcome. This will help you to see what skills and knowledge are embedded in the outcome.

#### **Step 2: Planning for assessment**

It is necessary to plan for assessment early to ensure that you teach the content and skills students need to achieve the learning outcomes.

You will have to decide when to schedule assessment tasks to allow yourself time to teach the required content and time for students to develop the necessary skills. You will also need time to mark the task and provide feedback. Practical tasks may, for example, be broken into a series of stages that are marked over several weeks as students progress with making their product. It is not appropriate to leave all the assessment until the end of the unit.

This teacher guide provides performance standards and examples of a marking guide. You should develop marking guides when you are marking tasks to ensure consistency in your assessment. You must also develop clear and detailed instructions for completing the task and make sure all students know exactly what they have to do.

#### **Step 3: Programming a learning sequence**

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic. If the unit involves a project, for example, you may plan to teach some theory at appropriate stages during the project, rather than teaching all the theory before the students start the project.

To develop your program you need to study the topics listed in the syllabus and to think about which learning activities will best provide students with the opportunity to learn the content and practise the appropriate skills, and how long the activities will take. You will have to think about some major activities that last several weeks and smaller activities that may be completed in a single lesson.

#### **Step 4: Elaboration of activities and content**

Once you have mapped out your program for the term, you must then develop more detailed plans for each topic in the unit. All units require students to be actively engaged in learning, not just copying from the board. Make sure you develop a range of activities that suit all learning needs—

some reading and writing, some speaking and listening, some observing and doing.

Browse through the textbooks and teaching resources you have access to and list the chapters, pages or items that you will use for each topic in your program. The textbooks should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself.

Once you have sorted out your ideas and information, you can then develop your more detailed weekly program and daily lesson plans.

This teacher guide gives some suggested learning and teaching activities for each unit and some suggested assessment tasks that you might like to use to ensure active learning.

### **Using the internet for classroom activities**

#### *Planning*

- Where appropriate, incorporate computer sessions as part of planned learning experiences.
- Be aware that computers can be time-consuming and may require extra teacher support at unexpected times.
- Consider methods of troubleshooting, such as having students with computer expertise designated as computer assistants.
- Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
- Check protocols, procedures and policies of your school and system regarding the use of the internet.

#### *Managing*

- Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, e-mail facilities and texts on the internet. It is likely that students will have varying degrees of expertise in searching for information and navigating the internet. Students will also have varying experiences of, and be more or less familiar with, the way texts are presented on the World Wide Web.
- Ensure that all students understand how to access the internet and how to perform basic functions, such as searching, sending and receiving e-mail.
- Students with more experience in using the internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings. As well as planning lessons to instruct students in these skills, pairing students and peer tutoring on the computer can enable more experienced students to assist other students.
- Ensure that students critically analyse tourism information gathered on the internet, just as they would for any other text. They should be aware that material posted on the Web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information, students might consider:
  - the intended audience of the site

- bias in the presentation of information, or in the information itself, including commercial or political motives
- accuracy of information
- balanced points of view
- currency of information, including publishing dates
- authority of source or author (institution, private individual)
- ownership of the website (such as corporate, small business, government authority, academic)
- cultural or gender stereotyping.
- Ensure that software and hardware (computer, modem) are maintained in good working order.
- Ensure that all students are given equal opportunities to use the computer.

*Assessing student work containing material from the internet*

- Students can download large quantities of information from the internet. In itself, such information provides very little evidence of student effort or student achievement. Students must make judgements about the validity and safety of information when working from the Web. They must consider the purpose of the text, identify bias, and consider the validity of arguments presented and the nature and quality of the evidence provided.
- When assessing student work that includes material drawn from the internet, it is therefore important to recognise how students have accessed the information, what value they place on it and how they have used it for the topic being studied in class. It is useful to look for evidence of critical evaluation, and the development of students' capacities to access, manipulate, create, restore and retrieve information.

## Tourism Studies requirements

There are four units in Grade 11 and three units in Grade 12, which all students must complete. Students may choose to study a TVET module from the Certificate 3 course in Tour Guiding instead of two Grade 12 units.

### Tourism Studies requirements

Grade	Weeks	Term	Unit	Essential resources for activities and assessment
11	10	1	Introduction to the Tourism Industry	Maps, blank maps, charts, atlases, textbooks, models, computer software if available, documentaries, DVDs, brochures, advertising material
11	10	2	Tourism in Papua New Guinea	Maps, blank maps, charts, atlases, textbooks, computer software if available, documentaries, DVDs, brochures, advertising material, guest speakers, newspapers
11	10	3	Our Neighbours and Tourism	Maps, blank maps, charts, atlases, textbooks, computer software if available, documentaries, DVDs, brochures, television programs, advertising material, guest speakers, newspapers
11	10	4	Tourism Information	Maps, blank maps, charts, atlases, textbooks, computer software if available, documentaries, DVDs, brochures, television programs, advertising material, guest speakers, newspapers
12	10	1	Global Tourism	Population Reference Bureau data sheet, maps, blank maps, charts, atlases, textbooks, computer software if available, documentaries, DVDs, brochures, television programs, advertising material, guest speakers, newspapers
12	10	2	Tourism as a Business	Maps, charts, atlases, textbooks, computer software if available, documentaries, DVDs, brochures, television programs, advertising material, guest speakers, newspapers, business forms, travel agency brochures
12	10	3	Customer Service	Textbooks, computer software if available, documentaries, DVDs, brochures, television programs, advertising material, guest speakers, newspapers
12	10	4	Option: Tour Guiding	

## Assessing Tourism Studies

Assessment is an important part of learning and teaching. It is used to:

- evaluate and improve learning and teaching
- report achievement
- provide feedback to students on their progress
- provide feedback to stakeholders.

### Criterion-referenced assessment

Assessment in Tourism Studies is criterion-referenced and measures students' achievement of the learning outcomes described in the syllabus. In criterion-referenced assessment, particular knowledge, skills or abilities are specified as criteria that must be achieved. The extent to which they are achieved is assessed and facilitated by the teacher.

Criterion-referenced assessment often takes on a problem-centred orientation, rather than a knowledge-based orientation. To achieve an outcome means having to demonstrate the attainment of skills and attitudes, not just write about them. Assessment then becomes more than just a means of judging knowledge and performance—it becomes an integral part of the learning process itself. Criterion-referenced assessment is:

- standards or criterion-referenced; that is, outcomes are judged against pre-defined standards (see below)
- direct and authentic, related directly to the learning situation. This has the potential for motivating learning, since students can see a direct relevance between what is learnt and what is assessed.

### Norm-referenced assessment

'Norm-referenced assessment' makes judgements on how well the student did in relation to others who took the test. It is often used in conjunction with a curve of 'normal distribution', which assumes that a few will do exceptionally well and a few will do badly and the majority will peak in the middle, normally judged as average.

### Example of a criterion-referenced test

The driving test is the classic example of a criterion-referenced test. The examiner has a list of criteria, each of which must be satisfactorily demonstrated in order to pass; for example, completing a three-point turn without hitting either kerb. The important thing is that failure in one criterion cannot be compensated for by above-average performance in others; nor can a student fail in spite of meeting every criterion (as they can in norm-referenced assessment) simply because everybody else that day surpassed the criteria and was better than him or her. Criterion-referenced assessment has the following characteristics:

- a syllabus that describes what students are expected to learn in terms of aims, outcomes and content

- a syllabus that provides a clear sense of the syllabus standards through its aims, outcomes and content
- tasks designed to produce an image of what students have achieved at that point in the learning and teaching process relative to the outcomes
- standards of performance at different levels: the 'performance standards'
- a report that gives marks referenced to predetermined standards
- assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings
- assessment that is better-integrated with learning and teaching.

### Criterion or standards-referenced assessment in Tourism Studies

Learning outcomes performance standards					
Learning outcomes	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
1. Demonstrate an understanding of tourism at the local, national, regional and international level	Demonstrates extensive knowledge and understanding of a wide range of complex concepts and ideas related to tourism at the local, national and international levels	Demonstrates broad knowledge and understanding of a range of concepts and ideas related to tourism at the local, national and international levels	Demonstrates knowledge and understanding of some concepts and ideas related to tourism at the local, national and international levels	Demonstrates limited knowledge of tourism at the local, national and international levels	Has failed to meet the minimum standard required
2. Describe and explain the growth of local, national, regional and global tourism	Identifies and describes in detail and gives comprehensive logical explanations for the growth of local, national and global tourism	Identifies and describes in detail and gives good explanations for the growth of local, national and global tourism	Identifies, describes and explains the growth of local, national and global tourism	Describes the growth of local, national and global tourism	Has failed to meet the minimum standard required
3. Identify the role of tourism in the economic growth of a country	Identifies and describes in detail the complex role of tourism in the economic growth of a country	Identifies and describes the role of tourism in the economic growth of a country	Identifies the role of tourism in the economic growth of a country	Identifies one or two aspects of the role of tourism in the economic growth of a country	Has failed to meet the minimum standard required
4. Demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels	Demonstrates extensive knowledge and understanding of a wide range of complex issues which impact on tourism at the local, national and international levels	Demonstrates broad knowledge and understanding of a range of issues which impact on tourism at the local, national and international level	Demonstrates knowledge and understanding of some issues which impact on tourism at the local, national and international level	Demonstrates limited knowledge of issues which impact on tourism at the local, national and international level	Has failed to meet the minimum standard required
5. Demonstrate an understanding of the principles of good management and customer service	Demonstrates extensive knowledge and understanding of principles of excellent customer service	Demonstrates broad knowledge and understanding of principles of very good customer service	Demonstrates knowledge and understanding of principles of good customer service	Demonstrates limited knowledge of principles of customer service	Has failed to meet the minimum standard required

Learning outcomes performance standards					
Learning outcomes	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
6. Communicate tourism information in a variety of ways and settings	Communicates complex ideas and information effectively using an extensive range of written, oral and graphic forms in a variety of settings	Communicates ideas and information effectively using a wide range of written, oral and graphic forms in a variety of settings	Communicates ideas and information using written, oral and graphic forms in a variety of settings	Communicates some ideas and information using a limited range of written, oral and graphic forms	Has failed to meet the minimum standard required

### Assessment for learning

Assessment *for* learning is often called ‘formative assessment’ and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your program to make student learning, and your teaching, more effective.

Often it is informal—students can mark their own work or their friend’s. An example is a quick class quiz to see if students remember the important points of the previous lesson.

### Assessment of learning

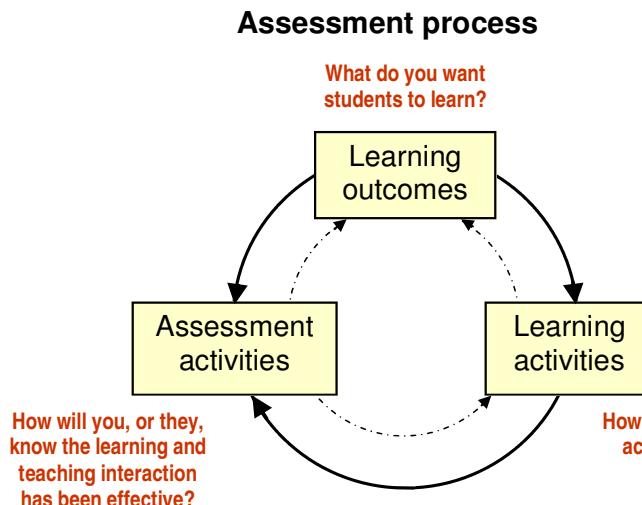
Assessment *of* learning is often called ‘summative assessment’. Summative assessment is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End-of-year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

### Assessing Tourism Studies units

In Tourism Studies, the learning outcomes are assessed using the range of assessment methods specified in the syllabus. In deciding what to assess, the starting point is: ‘what do you want students to do and/or learn?’ and following from this: ‘how will the students engage with the material?’, which in turn leads to the design and development of learning tasks and activities.

It is crucial that at this point the assessment tasks clearly link back to the learning outcomes and are appropriate for the learning activities.

The assessment can be used for formative and summative purposes. Assessment can be represented as follows:



Once it is clear what needs to be assessed and why, then the form the assessment will take needs to be determined. There are many types of assessment tasks that can be implemented; the factors that will determine choices include:

- the students—how many are there, what is expected of them, how long will the assessment task take?
- the learning outcomes of the subject and how they might be best achieved.

During the year you must set assessment tasks that ensure that all the learning outcomes of the subject have been assessed internally. Each task you set must include assessment criteria that provide clear guidelines to students as to how, and to what extent, the achievement of the learning outcomes may be demonstrated.

Marking guides and assessment criteria help you with the marking process and ensure that your assessment is consistent across classes. It is important that marking guides and assessment criteria are collectively developed.

Students must complete the assessment tasks set. Each task must provide clear guidelines to students for how the task will be completed and how the criteria will be applied. When you set a task, make sure that:

- the requirements of the task are made as clear as possible to the student
- the assessment criteria and performance standards or marking guides are provided to students so that they know what it is that they have to do
- sources or stimulus material used are clear and appropriate to the task
- instructions are clear and concise
- the language level is appropriate for the grade
- it does not contain gender, cultural or any other bias
- materials and equipment needed are available to students
- adequate time is allowed for completion of the task.

## Assessment methods

Although assessment components and weightings are stipulated in the syllabus, you decide which assessment method to use when assessing the

learning outcomes. You should use a variety of assessment methods to suit the purpose of the assessment. Assessment can be classified into four categories:

- tests
- product or project assessments
- performance assessments
- process skills assessments

Because each has limitations, maintaining a balance of assessment methods is very important.

### Tests

A 'test' is a formal and structured assessment of student achievement and progress, which the teacher administers to the class. Tests are an important aspect of the learning and teaching process if they are integrated into the regular class routine and not treated merely as a summative strategy. Tests allow students to monitor their progress and provide valuable information for you in planning further learning and teaching activities.

Tests will assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out what students know, and also to find out about the development of their thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

#### *Principles of designing classroom tests*

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- students need to understand the purpose and value of the test
- the test must assess intended outcomes
- clear directions must be given for each section of the test
- the questions should vary from simple to complex
- marks should be awarded for each section
- the question types (true or false, fill-in-the-blank, multiple-choice, extended response, short answer, matching) should be varied.

Tests should:

- be easy to read (and have space between questions to facilitate reading and writing)
- reflect an appropriate reading level
- involve a variety of tasks
- make allowance for students with special needs
- give students some choice in the questions they select
- vary the levels of questions to include gathering, processing and applying information
- provide enough time for all students to finish.

### Product or project assessments

A 'project' can be an assessment task given to an individual student or a group of students on a topic related to the subject. The project results in a 'product' that is assessed. The project may involve both in-class and out-of-class research and development. The project should be primarily a learning experience, not solely an assessment task. Because a great deal of time and effort goes into producing a quality product from a project assignment task, you should allow class time to work on the project. A product or project:

- allows the students to formulate their own questions and then try to find answers to them
- provides students with opportunities to use their multiple intelligences to create a product
- allows teachers to assign projects at different levels of difficulty to account for individual learning styles and ability levels
- can be motivating to students
- provides an opportunity for positive interaction and collaboration among peers
- provides an alternative for students who have problems reading and writing
- increases the self-esteem of students who would not get recognition on tests or traditional writing assignments
- allows for students to share their learning and accomplishments with other students, classes, parents, or community members
- can achieve essential learning outcomes through application and transfer.

### Assignments

'Assignments' are unsupervised pieces of work that often combine formative and summative assessment tasks. They form a major component of continuous assessment in which more than one assessment item is completed within the term. Any of the methods of assessment can be set as assignments, although restrictions in format, such as word limits and due dates, are often put on the assessment task to make them more practical.

### Investigations

An 'investigation' involves students in a study of an issue or a problem. Teachers may guide students through their study of the issue; or individual students, or groups of students, may choose and develop an issue in consultation with the teacher. This assessment component emphasises the student's investigation of the issue in its context, by collecting, analysing, and commenting on secondary data and information. Students should be encouraged to consider and explore a variety of perspectives as they develop and state their position on the issue. Students may present the investigation for assessment in a variety of forms, including one or a combination of the following: a written report, an oral presentation, a website, linked documents, multimedia, a video or audio recording.

#### *Criteria for judging performance*

The student's performance in the investigation will be judged by the extent to which the student:

- identifies and describes the issue or problem
- describes and explains the causes and effects
- critically analyses information and outlines possible steps leading to a solution or recommendation.

### Portfolios

Portfolios provide evidence for judgements of student achievement in a range of contexts. A portfolio contains a specific collection of student work or evidence. This collection of work should provide a fair, valid and informative picture of the student's accomplishments.

### Computer-based tasks

Using computers to administer student assessment can provide flexibility in the time, location or even the questions being asked of students. The most common type of computer-based assessment is based on multiple-choice questions, which can assist teachers to manage large volumes of marking and feedback.

### Presentation assessments

The 'presentation' provides opportunities for students to develop skills and confidence when presenting to an audience. When presentations are used for assessment purposes, *how* the students present is as important as *what* they present. Presentations can be formal or informal. Group or individual oral presentations can be very time-consuming, both in their use of valuable lesson time and in marking.

The best approach is to allocate topics or allow students to choose from a variety of topics, to develop clear criteria for presentations, and to require the rest of the class (audience) to take notes, identify key points or write an evaluation to enhance their learning.

'Spotlighting' uses individual student checklists. This method can be used to focus on a few selected aspects of student presentations or outcomes. It is best to focus on five to six students at a time, systematically working through the class over time.

'Focused questioning' is a technique often used together with spotlighting. With focused questioning, teachers can be more aware of whether or not students understand the concepts or skills being taught.

### Process skills assessments

This method of the assessment component, the 'process skills assessment', involves assessing students' understanding of concepts based on the practical skills that can be used, the evaluation of work done, and/or the reporting of information. These skills include, for example:

- interpretation skills
- evaluation skills
- reflection skills
- communication skills (such as writing, speaking and listening).

## Types of assessment tasks

Different assessment tasks provide the means of ensuring that students are able to demonstrate the range of their abilities in different contexts. Each category has advantages in assessing different learning outcomes. For example, a selected response assessment task, such as a series of multiple-choice questions, is able to assess all areas of mastery of knowledge but only some kinds of reasoning.

### Assessment ideas for individual students or groups

Tests	Products or projects	Performances	Process skills
Essay	Ads	Activities	Anecdotal records
Multiple-choice	Artefacts	Commercials	Checklist
Matching	Book reviews	Conferences	observations for processes
Short answer	Brochure	Cooperative learning group activities	Concept mapping
True or False	Classroom maps	Dances	Conferences: teacher and peer
	Cartoons	Discussions	Debriefing interviews
	Case studies	Explanations	Experiences checklists
	Collages	Field trips	Interviews
	Computer creations	Interviews	
	Costumes	Jingles	
	Crossword puzzles	Person-on-the-street interviews	
	Databases	News reports	
	Directories	Presentations	
	Displays	Reports	
	Foods of a country	Role plays	
	Graphs, charts, diagrams	Song writing to fit a topic	
	Maps	Surveys	
	Movie reviews	Verbal comparisons	
	Newspapers	Warnings	
	Pamphlets	Weather reports	
	Photographs		
	Portfolios		
	Posters		
	Projects		
	Questionnaires		
	Results of surveys		
	Reviews of television programs		
	Tests		
	Timelines		
	Travel folders		

## Feedback

When you assess the task, remember that feedback will help the student understand why he or she received the result and how to do better next time. Feedback should be:

- *constructive*, so students feel encouraged and motivated to improve
- *timely*, so students can use it for subsequent learning

- *prompt*, so students can remember what they did and thought at the time
- *focused on achievement*, not effort. The work, not the student, should be assessed
- *specific to the unit learning outcomes*, so that assessment is clearly linked to learning.

### Types of feedback

Feedback can be:

- *informal* or *indirect*—such as verbal feedback in the classroom to the whole class, or person to person
- *formal* or *direct*—in writing, such as checklists or written commentary to individual students, in either written or verbal form
- *formative*—given during the topic with the purpose of helping the students know how to improve
- *summative*—given at the end of the topic with the purpose of letting the students know what they have achieved.

## Who assesses?

### Teacher assessment

Assessment is a continuous process. You should:

- always ask questions that are relevant to the outcomes and content
- use frequent formative tests or quizzes
- check understanding of the previous lesson at the beginning of the next lesson, through questions or a short quiz
- constantly mark or check the students' written exercises, class tests, homework activities and so on
- use appropriate assessment methods to assess the tasks.

### Frequency of assessment

You should schedule the specified assessment tasks to fit in with the teaching of the content of the unit that is being assessed. Some assessment tasks might be programmed to be undertaken early in the unit, others at the end of the unit. You should take care not to overload classes with assessment tasks at the end of the term.

### Judging student performance

Student achievement is recorded and reported against standards. You must use performance standards or marking guides, examples of which are provided in this teacher guide, when making a decision about the achievement of your students in relation to the learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of the assessment criteria and the performance standards, so that they know what it is they have to know and be able to do to get a good mark in a particular task. The performance standards will help you in your marking and will help your students improve their performance in the future. They are useful when

providing feedback to students, as they explain what it is the student needs to do to improve.

#### *Moderation*

To make sure that you are interpreting the performance standards correctly when assessing your students, it is important to undertake Tourism Studies moderation of student work within your school and with teachers of nearby schools. To moderate student work, a common assessment task must be used and a marking scheme developed so that all students complete the same task under the same conditions, and all teachers use the same marking scheme. Teachers can then compare (moderate) the students' work and come to a common understanding of the performance standards and the requirements for a particular mark or level of achievement.

Moderation enables you to be sure that your understanding of the required standards for levels of achievement is similar to the understanding of other teachers and that you are assessing students at the appropriate level.

#### **Self-assessment and peer assessment**

Self-assessment and peer assessment help students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria. Self-assessment and peer assessment:

- continue the learning cycle by making assessment part of learning
- show students their strengths and areas where they need to improve
- engage students actively in the assessment process
- enable students to be responsible for the learning
- help to build self-esteem through a realistic view of their abilities
- help students understand the assessment criteria and performance standards.

Usually, the marking of assessment tasks is done by the teacher. To reduce the amount of work it is necessary to develop a strategic approach to assessment and develop efficiencies in marking.

In Tourism Studies there are some assessment tasks that may be new to teachers and students. Below are suggestions on how to manage some of these tasks to minimise marking or presentation time.

#### **Develop efficiency in marking**

##### *Clarify assessment criteria*

Plan the assessment task carefully, and make sure that all students are informed of the criteria before they begin. Discuss the task and its criteria in class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit speeds marking and simplifies feedback.

##### *Supply guidelines on what is required for the task*

Supplying guidelines reduces the amount of time wasted evaluating student work that is irrelevant.

*Use attachment sheets such as marking guides*

An assignment attachment sheet, which is returned with the assessed work, rates aspects of the task with a brief comment. Such a system enables each student's work to be marked systematically and quickly. This strategy can be applied to posters, presentations and performances.

*Assess in class*

Use class time to carry out and to assess tasks. Presentations or projects that are marked by you or the students enable instant developmental evaluation and feedback. Brief assessments of projects, stages of the design process, or practical work take less time to mark and are useful because they give immediate feedback to students on their progress and allow you to mark the project in stages with minimum effort.

*Feed back to the whole class*

Giving feedback to the whole class can cut down on the amount of individual feedback required. On returning assessed work, emphasise the criteria for judging the work, discuss the characteristics of good and bad answers, and highlight common strengths and weaknesses.

*Set group-work alternatives*

Assess one performance per group. The student's mark is the group mark, but may include a component based on the contribution of the individual. A strategy for allocating an individual mark includes each member of the group using criteria to evaluate the relative contributions of individuals, with the marks averaged for the individual.

*Set clear deadlines*

Set aside a time for marking. Be careful about extending this period (by allowing students to hand in work late).

**Shift the responsibility**

*Introduce self-assessment and peer assessment*

Develop in students the skills to evaluate their own work and that of their peers. With the students, use the assessment criteria against which work is judged, highlighting strengths and weaknesses. Self-assessment increases the amount of feedback students get. It can supplement or replace teacher assessment.

**Treat each task differently**

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not contribute to the final grade. Assessment is designed to enhance the learning and teaching experience for the teacher and the learner, not just to give marks.

## Sample assessment tasks

All assessment tasks must test whether or not the student has achieved the outcome or outcomes. Each task must have clear and detailed instructions. Students must know exactly what they have to do. You should develop marking guides when you are marking tasks to ensure consistency of your assessment. The following are examples of assessment tasks. A marking guide follows for a different assessment task.

### Grade 11

#### **Sample task: Prepare tourism brochures and posters advertising local tourist attractions**

##### **Learning outcomes**

Students can:

1. demonstrate an understanding of tourism at the local, national, regional and international level
6. communicate tourism information in a variety of ways and settings.

##### **Assessment criteria**

Students will be assessed on the extent to which they:

- identify a range of local tourist attractions
- develop advertising ideas for tourist attractions
- demonstrate creativity when designing posters and brochures
- present information accurately and appropriately.

##### **Task specifications**

- develop at least one poster and one brochure on two different local attractions
- develop a slogan
- poster and brochure should be easy to read and well-presented
- outline specific features of the tourist attractions
- brochure must include costs of the attraction, and information for the tourist including a map

## Grade 12

### **Sample task: Case study**

Prepare a case study contrasting and comparing the business of a large multinational company with that of a small operator; Crowne Plaza with a local or other smaller business such as Madang Resort.

### **Learning outcomes**

Students can:

3. identify the role of tourism in the economic growth of a country
4. demonstrate an understanding of the impact of tourism at individual, local, national, regional and global levels
5. demonstrate an understanding of the principles of good management and customer service
6. communicate tourism information in a variety of ways and settings.

### **Assessment criteria**

Students will be assessed on the extent to which they:

- demonstrate knowledge and understanding of the case study tourism operations
- identify similarities and differences between the case study tourism operations
- communicate information in a variety of ways.

### **Task specifications**

- identify and describe two different tourism operations
- use maps, diagrams, pictures to support explanations
- case study must be a minimum of two pages and a maximum of six

## Example of a marking guide

Marking guides like the one below should be used to assess the tasks you set. You can tick the appropriate box, look at the performance standards and the students' overall achievement and give an on-balance assessment. If, for example, the students gets two ticks in the Very High Achievement (VHA) column, most of their ticks in the High Achievement (HA) column, several ticks in the Satisfactory column and one tick in the Low Achievement column, then, on balance you would give the students a High Achievement and a mark between 70 and 89.

### Sample marking guide

Task: Plan and undertake an event for visiting tourists		100 marks			
Criteria		VHA	HA	SA	LA
Demonstrate knowledge and understanding of tourism operations 40 marks	<ul style="list-style-type: none"> <li>Participation in class planning</li> <li>Participate in identification of appropriate event or tour guiding</li> <li>Participate in identification of appropriate public performances and/or art exhibition for tourists</li> <li>Planning and preparation for events</li> <li>Researches into latest trends in the tourism industry both locally and international</li> <li>Resources identification</li> <li>Investigations into guiding process</li> <li>Evaluate marketing strategies</li> <li>Contrast tourism operations locally and internationally</li> <li>Demonstrate knowledge and understanding of tourism operations</li> </ul>				
Demonstrate skills, techniques and processes in creating and presenting tourism information 40 marks	<ul style="list-style-type: none"> <li>Development and refinement of tourism information</li> <li>Development and refinement of interpersonal skills and communication techniques</li> <li>Development and refinement of research skills and report writing techniques</li> <li>Organisational skills</li> <li>Commentary skills and techniques</li> <li>First aid skills and techniques</li> <li>Presentation of information</li> <li>Health and security practised</li> <li>Attention to detail</li> <li>Safety requirements</li> </ul>				
Apply entrepreneurial skills ethically 20 marks	<ul style="list-style-type: none"> <li>Initiative shown</li> <li>Cultural sensitivity shown</li> <li>Ethical practices used</li> <li>Creativity displayed</li> <li>Social sensitivity</li> <li>Customer focus research</li> <li>Market research</li> <li>Travel time calculations</li> <li>Environmental consideration</li> <li>Sharing of experiences and information</li> </ul>				

## Learning activities and assessment tasks

Examples of learning activities and assessment tasks for each of the Tourism Studies units are provided in the following sections. Some examples are explained in detail.

### Grade 11 units

#### 11.1 Introduction to the Tourism Industry

##### Suggested activities and assessment tasks

- Define various terms used in tourism, such as tourism, tourist, tour, excursionist.
- Research and report statistics on tourism activities within the province or country.
- State and describe various forms of tourism, including business tourism and pleasure tourism.
- Describe the origins of domestic tourism and international tourism.
- Identify and describe the various transport modes, including air, sea, and land.
- Discuss and identify costs and benefits of tourism in communities in relation to environmental, social, cultural and economical issues or impacts.
- Interview and report on various tourism activities within the communities around the school, province and country.
- Process tourism information to be delivered to communities around the school and province.
- Conduct a guided tour of the school as a tourist site, highlighting historical, environmental, recreational, social and educational features.
- Carry out simple research on the history and origins of tourism internationally.
- Describe two forms of tourism
  - business tourism
  - pleasure tourism
- Discuss and classify various local tourism operations into different groups according to their functions.

## 11.2 Tourism in Papua New Guinea

### Suggested activities and assessment tasks

- Research and collect data in relation to travel documents, travel insurance, Papua New Guinea's weather, currency, accommodation, attractions and so on.
- Use maps and encyclopaedias and identify unique attractions in Papua New Guinea.
- Produce maps of Papua New Guinean destinations, using acceptable icons and codes to describe facilities.
- Describe different types of tourist attractions in Papua New Guinea.
- Visit communities around the school and interview elderly people to gather cultural information.
- Draw a map of Papua New Guinea, divide it into regions and identify regional attractions and areas such as a zoo, parks and gardens, cultural shows.
- Explain the difference between indigenous and non-indigenous tourism history (how people travelled in the past, why people travelled, activities involved during their travel, shows and events performed in the past and the types of people attracted to these activities and so on).
- Identify and list the top tourist attractions in Papua New Guinea.
- Define danger hot spots and identify danger spots in Papua New Guinea.
- Visit airlines (Air Niugini, Airlines PNG) and travel agencies and find out the international air routes.
- Draw up maps and plot domestic and international air routes.
- Excursions to local tourist attractions.
- Excursions to local hotels or places providing accommodation for tourists.
- Draw up a plan for a tourist business in the local area.
- Prepare tourism brochures and posters advertising local tourist attractions.
- Make a collage using tourism brochures to promote tourism in Papua New Guinea.
- Write advertising scripts promoting tourism in Papua New Guinea.
- Write songs or jingles about Papua New Guinea.
- Investigate tourism marketing through linkages with event tourism such as cultural shows.
- Devise a marketing plan for a local tourism product.
- Design a travel itinerary for a particular client.
- Prepare and deliver radio and television voice-overs promoting tourist attractions or events.
- Identify unique tourism attractions in the local vicinity and nationally, and do presentations to other students.
- Using information from the first activity, draw a map of Papua New Guinea or enlarge a blank map of Papua New Guinea and plot the common tourist attractions on it for display.

## 11.3 Our Neighbours and Tourism

### Suggested activities and assessment tasks

- Using maps and encyclopaedias, identify unique attractions in the Pacific.
- Describe different types of tourist attractions in neighbouring countries.
- Using a map of Asia and the Pacific, divide it into regions and identify regional attractions.
- Explain the difference between indigenous and non-indigenous tourism.
- Identify and list top tourist attractions in selected neighbouring countries.
- Define danger hot spots and identify danger spots in countries in Asia and the Pacific.
- Visit airlines (Air Niugini, Airlines PNG) and travel agencies and find out the international air routes to countries in Asia and the Pacific
- Draw up maps and plot domestic and international air routes.
- Excursions to local travel agencies.
- Draw up an itinerary for a trip to a selected Asian or Pacific country.
- Prepare tourism brochures and posters advertising tourist attractions.
- Make a collage using tourism brochures.
- Write advertising scripts promoting tourism in Papua New Guinea.
- Write songs or jingles about Papua New Guinea.
- Invite a guest speaker who has lived in or visited neighbouring countries to talk to the class about their experiences.
- Do a detailed case study on selected countries.
- Watch DVDs on selected countries.
- Research countries using the internet.
- Find out about the local currency of selected countries and do some exercises in currency conversion.

## 11.4 Tourism Information

### Suggested activities and assessment tasks

- Identify and record information sources, including friends, relatives, travel agents, books, magazines, brochures, television, tourism information organisations (Provincial Culture and Tourism Office, Tourism Promotion Authority, Provincial Tourism Board, Air Niugini, hotels and resorts)
- Visit law enforcement agencies, law firms, insurance companies and so on and collect information on regulations affecting the tourism industry.
- Visit communities around the school and discuss and deliver tourism awareness information.
- Organise school cultural shows as a form of delivering tourism information to the communities and the province.

- Research health, safety and security regulations in general and in tourism through the Provincial Culture and Tourism Office, lawyers, insurance companies, tour operators, travel agencies, and so on.
- Discuss in groups and present in class law and order problems within the communities in Papua New Guinea.
- Write a draft of some of the ways in which a community can come up with measures to create a safe and peaceful community.
- Find out and use law and order statistics in different parts of the country that will help out in providing tourism information.
- Identify possible law and order problems that may occur due to increase in tourism activities with the rural communities.
- Interview tourism-related organisations including hotels, resorts, tour operators, travel agencies to collect information on roles of employers and individual employees in the industry.
- Define tourism security and security threats.
- Describe the procedures in securing guests and their property.
- State crowd-related risks and explain how to overcome them.
- Search the Tourism Papua New Guinea website for the latest tourism statistics and product information.
- Search the internet for tourism information, tourism promotions and the like.
- Form a profile of a Papua New Guinean destination from past and present tourism statistics. What do they tell you about how the destination has changed over time? What implications does this have for the present state and future of the destination?
- Conduct a survey of tourists.
- Research an overseas travel opportunity. What information will a tourist need? Where can it be obtained? How would information requirements differ for travellers from different parts of Papua New Guinea?
- Compare items of information such as brochures obtained at travel agencies, pages downloaded from the internet, articles and advertisements in the general media. What are the objectives of each piece of information? What are the target audiences?
- Prepare a simple tourism information leaflet for first-time tourists to Papua New Guinea, listing common general information such as geographical location information and language.
- Prepare tourism awareness packages for the local community.
- Visit communities and carry out awareness on the tourism potential of the area.

## 12.1 Global Tourism

### Suggested activities and assessment tasks

- Identify and label natural and built environment features such as capital cities, national boundaries, time zones, world climate zones and world heritage sites on a map.
- Use maps to locate major tourism-generating and destination regions of the world, both established and emerging.
- Interpret symbols and conventions used on local, state and international tourism maps.
- Interpret and analyse statistics relating to visitor numbers and flows.
- Interpret national and international air route maps and timetables.
- Research tourism-generating destinations and regions using newspaper and magazine articles and the internet.
- Calculate departure, arrival and journey times of travellers leaving Papua New Guinea and visiting various countries

### Research activities

- Research tourism regulations and legislation.
- Research the cultural characteristics of visitors and hosts.
- Research and discuss the impacts of tourism on physical and economic environments.
- Design questionnaires, and conduct surveys and interviews.
- Collect and analyse data to draw conclusions.
- Investigate, conduct or evaluate case studies.
- Analyse and interpret tourism issues, predict outcomes, make recommendations.

## 12.2 Tourism as a Business

### Suggested activities and assessment tasks

- List and explain the different types of career paths in tourism.
- Describe various jobs found in the tourism industry, including tour guide, tourism information officer, conference coordinator, tourism coordinator, inbound tourism coordinator, outbound tourism coordinator.
- Demonstrate and explain skills and attributes of people who work in the tourism industry, including personal presentation and so on.
- Investigate the responsibilities and rights of employers and employees.
- Demonstrate how to calculate currencies against own currency.
- Outline basic steps in training processes.

- Explain the differences between casual, full-time, and part-time employment and state disadvantages and advantages of each.
- Define human resource, financial operations and management.
- Construct a tourism leaflet or a brochure of a tourism attraction in their individual communities.
- Discuss quality tourism and reasons why quality tourism is important.
- Demonstrate in writing the structure of tourism or how tourism is structured.
- Define the terms structure, ownership and capital.
- Give detailed information on other industries such as transport, retail services, accommodation, industry services, as to how they are important and linked to tourism.
- Construct a chart outlining the sizes of tourism operations under large, medium and small business operations.
- Write out detailed information on the effects on infrastructure development, policy and government due to increases in tourism activities.
- Explain the seasonal influence of the tourism industry.
- Draw a chart detailing the flow of tourism money in relation to the economy.
- Interview tourism business employers and find out what attributes are required of staff who work in the tourism industry.
- Undertake a case study of local tourism development and how it depends on infrastructure, such as roads, police, sewerage.
- Conduct a simulated tourism business venture.
- Create a portfolio of newspaper reports on the economics or business of tourism in the current environment.
- Prepare a case study contrasting and comparing the business of a large multinational company with that of a small operator; for example, Crowne Plaza with a local or other smaller business such as Madang Resort.
- Illustrate the flow of money from overseas visitors through the economy through role-play of a travel agent, wholesaler, inbound tourism operator, accommodation, transport operator or similar.
- Investigate career pathways.
- List the types of jobs available in the tourism industry. Search employment sections of newspapers and careers websites to find jobs.
- Prepare marketing materials.
- Prepare and present commentaries.
- Work with groups.
- Work cooperatively in teams.
- Generate formula letters—for example, confirming bookings—using a standard business letter format.

## 12.3 Customer Service

### Suggested activities and assessment tasks

- Define customer service, products and services.
- List and explain the attributes that a tourism employee should possess.
- Explain the importance of providing quality customer service (QCS) while employed as a tourism industry employee.
- Identify various types of products and services that can be provided to customers.
- Plan and deliver a process in delivering services to customers.
- Collect important information that a tourist would require while on his or her journey.
- Demonstrate how to provide good customer relations.
- Write a case study of a customer relationship, highlighting the advantages and disadvantages.
- Draft the steps in processing customer complaints.
- Write up a procedure in
  - welcoming customers
  - serving and farewelling customers.
- Identify the negative and positive approaches of customer service in a given case study.
- In groups, organise and present how to deal with first-time customers.
- List more than 5 attributes of a tourism customer service employee and explain in detail.
- Produce a procedure for attending to customer complaints.

## Recording and reporting

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

### Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year, make a final judgement about the overall achievement, or progress towards achievement, of the learning outcomes. To help you do this, descriptions of the levels of achievement of the learning outcomes are provided in the 'Learning outcome performance standards' table.

When reporting to parents, the school will determine the method of recording and reporting. In an outcomes-based system, student results should be reported as levels of achievement rather than marks.

### Levels of achievement

The level of achievement of the learning outcomes is determined by the students' performance in the assessment tasks. Marks are given for each assessment task, with a total of 100 marks for each 10-week unit, or 50 marks for each 5-week unit. The marks show the students' level of achievement in the unit, and hence their progress towards achievement of the learning outcomes. There are five levels of achievement:

- Very high achievement
- High achievement
- Satisfactory achievement
- Low achievement
- Below minimum standard

A **very high achievement** means overall that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

A **high achievement** means overall that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

A **satisfactory achievement** means overall that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

A **low achievement** means overall that the student has a basic knowledge and some understanding of the content and has achieved a limited or very limited level of competence in the processes and skills.

**Below the minimum standard** means that the student has provided insufficient evidence to demonstrate achievement of the learning outcomes.

Achievement level					
Total marks	Very high achievement	High achievement	Satisfactory achievement	Low achievement	Below minimum standard
600	540–600	420–539	300–419	120–299	0–119
500	450–500	350–449	250–349	100–249	0–99
400	360–400	280–359	200–279	80–199	0–79
300	270–300	210–269	150–209	60–149	0–59
200	180–200	140–179	100–139	40–99	0–39
100	90–100	70–89	50–69	20–49	0–19
60	54–60	42–53	30–41	12–29	0–11
50	45–50	35–44	25–34	10–24	0–9
40	36–40	28–35	20–27	8–19	0–7

**Sample format for recording Tourism Studies assessment task results over two years**

Student name:

Grade 11 assessment task results			
Unit	Assessment task	Mark	Student mark
<b>11.1</b>			These marks would be the adjustment period
<b>11.2</b>			
<b>11.3</b>			
<b>11.4</b>			
	<b>Total marks Grade 11</b>	<b>300</b>	

Student name:

Grade 12 assessment task results			
Unit	Assessment task	Marks	Student mark
<b>12.1</b>			
<b>12.2</b>			
<b>12.3</b>			
	<b>Total marks Grade 11</b>	<b>300</b>	
	<b>Total marks Grade 11 and 12</b>	<b>600</b>	

### Learning outcomes and levels of achievement

Levels of achievement in Grade 11 and Grade 12 are recorded and reported against the learning outcomes.

The performance standards for the levels of achievement are described on pages 13 and 14.

### Steps for awarding final student level of achievement

1. Assess unit tasks using unit performance standards and assessment criteria.
2. Record results for each task in each unit.
3. Add marks to achieve a unit result and term result.
4. Add term marks to get a year result.
5. Determine the overall achievement using the achievement level grid.
6. Report results using the learning and teaching learning outcome performance standards.

The following is an example of reporting using the learning outcomes performance standards descriptors.

**Using the learning outcomes performance standards descriptors**

Student Subject School-based assessment	<b>John Sangir</b> <b>Tourism Studies</b> <b>High achievement</b>
<b>This means John:</b>	
Demonstrates broad knowledge and understanding of a range of concepts and ideas related to tourism at the local, national and international levels	
Identifies and describes in detail and gives good explanations for the growth of local, national and global tourism	
Identifies and describes the role of tourism in the economic growth of a country	
Demonstrates broad knowledge and understanding of a range of issues which impact on tourism at the local, national and international level	
Demonstrates broad knowledge and understanding of principles of very good customer service	
Communicates ideas and information effectively using a wide range of written, oral and graphic forms in a variety of settings	

# Resources

Tourism Studies becomes more interesting and meaningful when you use a variety of resources and local materials in your teaching. You should be always trying to adapt, improvise, make, find or write material that will be useful for lessons. Tourism Studies can be taught without expensive equipment by making use of what is around you, though there are some equipment and materials that are essential to teach this syllabus.

## Types of Tourism Studies resources

### Materials

- textbooks, reference books, magazines, newspapers
- maps, globes
- camera
- diagrams, charts, posters
- worksheets, information sheets
- pamphlets, brochures
- television and radio broadcasts
- video, film, film strips
- computer software
- pictures, photographs
- models
- made or found objects

### Natural and human resources

- natural tourism sites—rivers, beaches, dive areas, forest walks, cliffs, caves
- local tourist attractions
- hotels
- restaurants
- resorts

### Books, websites and other resources

A wide variety of textbooks and resource materials that could be used as sources of information about tourism are available. Book suppliers provide information regarding current publications.

*Papua New Guinea Secondary Schools Atlas 1999*, Oxford University Press and Department of Education, Waigani.

### *Tourism Promotion Authority*

- International Visitors Survey
- Survey of Tourist Arrivals
- Overseas Arrivals and Departures data

School librarians should be able to help identify and locate other periodicals.

#### *World Wide Web*

Many interactive and static websites can be used to enhance Tourism Studies and often include useful resources. Some useful sites include:

[www.png-tourism.com](http://www.png-tourism.com). Provides very useful links to a wide range of research, data and resources.

[www.airnuigini.com](http://www.airnuigini.com)

[www.apng.com](http://www.apng.com)

[www.loloata.com.pg](http://www.loloata.com.pg)

[www.kokodaspirt.com](http://www.kokodaspirt.com) PNG Trekking Adventure

[www.kokodatreks.com](http://www.kokodatreks.com) Kokoda Treks

[www.waksberg.com/research.html](http://www.waksberg.com/research.html) Links to many international tourism resources

<http://wwwlib.murdoch.edu.au/guides/arts/internet/tourism.html> Links to international tourism resources

[www.pngbd.com](http://www.pngbd.com) Papua New Guinea Tourism and Business Directory

#### *Newspaper reports*

Some newspapers carry regular tourism pages, columns and features about tourism. Compiling news files on particular topics can broaden students' knowledge base and be a valuable source of material for developing assessment instruments.

#### *Videos, DVDs, television*

A wide range of videos, DVDs and television recordings are available on a variety of topics related to tourism. A variety of computer software programs and CD-ROMs may be useful for a course in tourism, both as learning tools for gaining access to information presented in a variety of forms, and to assist students in gaining ICT skills. Educational program distributors and tourism organisations are able to supply updated resource lists.

### **General guidelines for selecting and using resources**

How effective a resource is depends on whether it is suitable for the knowledge or skill to be learned and the attitude of the students. Classroom organisation is the key to using resources successfully. You need to:

- prepare thoroughly. Make sure that you are familiar with the resource so that you use it with confidence and assurance. If equipment is involved, check that it is in working order, make sure that you know how to operate it and that it is available when you need it.
- use the resource at the right place and time—it should fit in with the flow and sequence of the lesson and serve a definite teaching purpose.
- (if the resource is radio, film, video or television), introduce the program by outlining the content. You might also set some questions to guide listening or viewing. Follow up after using the resource, by discussing and drawing appropriate conclusions.

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## Glossary for Tourism Studies

<b>Attraction</b>	Anything that attracts a tourist, such as a river, beach or lake, shows, buildings, flowers
<b>Attributes</b>	Personal social abilities of a person that are used to interact with people or to do things; for example, honesty, punctuality, respect, shaking hands, helping
<b>Benefit</b>	Good result that comes about due to tourism activities
<b>Cost</b>	Disadvantage or result that comes about due to tourism activities, such as environmental damage, sexual relationships, expenses, commodification
<b>Culture</b>	Acceptable way of life for a group of people
<b>Customer service</b>	Process or the act of providing what the customer wants
<b>Destination</b>	A specific place or area a person (tourist) aims to go to
<b>Diversity</b>	Of many different types
<b>Domestic tourism</b>	Tourism within your area (community or country); for example, tourists within Papua New Guinea
<b>Ecological</b>	Relating to the natural habitats
<b>Empathy</b>	Putting yourself into someone else's shoes and seeing things from their point of view
<b>Employment provider</b>	Employer or someone who provides employment
<b>Excursionist</b>	A person who visits a place for less than 24 hours for pleasure or business
<b>Fauna</b>	All animals, birds, insects, fish and so on of the natural environment
<b>Flora</b>	All the trees and plants of the natural environment
<b>Foreign currency</b>	Money outside the national currency (kina and toea) that comes into the country
<b>Grooming</b>	Keeping personal appearance in order—dressing, physical appearance
<b>Guest</b>	A person who is a visitor to a community or individual and is taken care of by the host
<b>Host</b>	Individual or community who takes care of the tourist
<b>Impact</b>	Negative or positive result that comes about due to events such as tourism
<b>Inbound tourism</b>	Tourists from outside coming into your area; for example, a Japanese tourist coming into Papua New Guinea
<b>Indigenous</b>	Things that are originally of that place (village, community, country), especially human beings
<b>International tourism</b>	Tourist from outside your area (community or country), such as tourists from outside Papua New Guinea
<b>Interpersonal</b>	Of, or relating to, relations between persons
<b>Itinerary</b>	Schedule or time summary of activities to be done in sequence, as in the itinerary for taking tourists on a tour
<b>Landscape</b>	The natural and constructed formation or appearance of the land, as in mountains, valleys, hills
<b>Non-indigenous</b>	Things that are not originally of that place (village, community,

	country), especially human beings
<b>Outbound tourism</b>	Tourism from within your own area (community, province, country) going out to another place; for example, Papua New Guinean tourists going out to Japan
<b>Seasonal influence</b>	Effects that come about due to occasional events. For example, during January and February, there may be fewer customers flowing into a hotel or destination due to financial requirements like school fees or money spent during Christmas
<b>Seasonality tourism</b>	Tourism activities that come about occasionally—monthly, quarterly, yearly, and so on—due to climate, weather or seasonal timing of shows
<b>Structure</b>	How an industry or organisation is made up. Tourism, for example, is composed of transport, accommodation, industry services, retail services, tour wholesalers, and so on
<b>Sustainable tourism</b>	Tourism activities that are enforced to make sure tourism continues for future generations; for example, natural rainforest must be maintained, culture must be maintained for future generations, and flora and fauna should not be destroyed
<b>Tour commentary</b>	Talk or explanations given verbally or in written form during or after a tour
<b>Tour guiding</b>	The process or act of leading, showing and explaining various activities during a tour
<b>Tour operator</b>	An individual or organisation that operates a tour company
<b>Tourism</b>	All the activities that tourists come into contact with while they are on their journey
<b>Tourist</b>	A person who leaves his or her place of residence for more than 24 hours for pleasure
<b>Travel</b>	Journey
<b>Travel agent</b>	An organisation that represents bigger travel companies to provide travel service; for example, Eagle Travel provides travel bookings through Air Niugini
<b>Village guest house</b>	Small accommodation establishments with a community or rural setting for travellers, providing mainly bed and breakfast services

## Glossary for assessment

Syllabus outcomes, criteria and performance standards, and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain or determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes or categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse or evaluate)</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis or evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note or indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion

<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole