Tourism

OFFICIAL

2023 Subject Outline | Stage 1 and Stage 2

Published by the SACE Board of South Australia,  
60 Greenhill Road, Wayville, South Australia 5034

OFFICIAL

Copyright © SACE Board of South Australia 2010

First published 2010

Reissued for 2011 (published online October 2010,  
printed January 2011), 2012, 2013, 2014, 2015, 2016,  
2017, 2018, 2019, 2020, 2021, 2022, 2023

ISBN 978 1 74102 568 2 (online Microsoft Word version)

ref: A1095182

*This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011*

contents

Introduction 1

Subject Description 1

Capabilities 1

Literacy in Tourism 4

Numeracy in Tourism 5

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives 5

Stage 1 Tourism 7

Learning Scope and Requirements 8

Learning Requirements 8

Content 8

Assessment Scope and Requirements 15

Evidence of Learning 15

Assessment Design Criteria 15

School Assessment 17

Performance Standards 19

Assessment Integrity 22

Support Materials 23

Subject-specific Advice 23

Advice on Ethical Study and Research 23

Stage 2 Tourism 25

Learning Scope and Requirements 26

Learning Requirements 26

Content 26

Assessment Scope and Requirements 36

Evidence of Learning 36

Assessment Design Criteria 36

School Assessment 38

External Assessment 40

Performance Standards 40

Assessment Integrity 44

Support Materials 45

Subject-specific Advice 45

Advice on Ethical Study and Research 45

OFFICIAL

Introduction

Subject Description

Tourism is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

Tourism has developed from interdisciplinary origins for the purpose of meeting a range of practical and strategic needs of individuals, industry, and communities. It has a maturing body of knowledge, discourse, and skills, with a growing basis of published research.

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment. Students’ understanding of the sustainable management of tourism is central to this subject.

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy.

Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.

Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

In Tourism, the emphasis is on the capabilities for communication, citizenship, and learning, and the practical tourism skills that are embedded in all five capabilities. Communication, citizenship, and learning are particularly evident in the learning requirements, the content, the assessment design criteria, and the performance standards of the subject.

Communication is a focus of the learning and assessment requirements and the performance standards. Citizenship is a particular focus of sustainable tourism and cultural sustainability. Students have opportunities to analyse different perspectives; investigate and analyse tourism trends, developments, or contemporary issues; and clarify their own perspectives. Learning is also demonstrated as students undertake investigations and apply their knowledge, understanding, and skills to interpret and analyse sources of tourism information.

Practical tourism skills include the skills for gathering and using tourism information and undertaking practical investigations beyond the classroom, and other skills that are particularly relevant to working in the tourism industry. Practical tourism skills have been identified within the description of the five capabilities and the literacy and numeracy skills.

Communication

In Tourism, students have the opportunity to develop their capability to communicate with others in many different contexts (e.g. within the class, beyond the classroom, online) and for different purposes (e.g. as a tour guide, interacting with guest speakers, presenting findings in class, interpreting and analysing visual and graphical evidence). Students have opportunities to adopt appropriate expression for different contexts, in different forms, and for different purposes. Students understand and appreciate the communications of others through listening, observation, and interpretation. Intercultural understanding is fundamental to tourism activity and students develop skills in communicating clearly within, as well as across, groups with different backgrounds, cultures, and experiences.

In developing their capability for communication, students extend their skills in literacy, numeracy, and the use of information and communication technologies. They learn to understand and use appropriate tourism terminology, read a range of texts, and produce texts in forms appropriate to the audience and purpose. For example, students analyse perspectives, using primary and secondary sources, and at times produce extended responses in a written form supported by visual and graphical evidence. Interpretation and representation of numerical, graphical, and statistical information are valued skills in the study of Tourism.

Citizenship

In Tourism, students have opportunities to develop their citizenship capability by visiting community locations related to tourism, interpreting media, and examining case studies and contemporary tourism issues. Through such visits, students begin to understand the complexities and competing interests associated with tourism activities — for example, in the interaction between the community, the traveller, and the tourism business. Students develop an appreciation of sociocultural, political, economic, environmental, and technological perspectives of tourism phenomena and evaluate each of these from the perspective of sustainable tourism.

Sociocultural and environmental sustainability are essential concepts underpinning Tourism. Intercultural understanding, globalisation, and environmental considerations are important aspects of sustainability. Students have opportunities to understand the significance of economic viability and its impact on people’s lives and the environment. They may develop and apply their understanding of Indigenous histories and cultures, in particular, the histories and cultures of Indigenous Australians, and appreciate the role that tourism can play in the vitality and enhancement of culture, cultural diversity, and intercultural understanding.

Understanding the positive and negative impacts of tourism on people and the environment enables students to be responsible travellers and informed members of a host community.

Personal Development

Tourism provides opportunities for students to reflect on their own and others’ tourism activities and to understand the role of tourism in well-being and personal identity. Students develop and apply personal skills, such as organisational and independent learning skills, initiative, creativity, and planning and presentation skills, and grow in confidence as communicators.

Students develop interpersonal skills, such as empathy for others, negotiation skills, and the ability to work collaboratively and deal with different people. They develop knowledge and understanding to help them to make personal decisions about motivation, responsibilities, and the realities of travel. The application of personal and interpersonal skills in tourism-related contexts can raise students’ self-awareness and self-confidence and enable them to develop a critical understanding of these skills from different perspectives.

Work

Tourism provides students with opportunities to develop employability skills that are particularly valued in the tourism industry, including teamwork, initiative, flexibility and creativity in posing and solving problems, and being entrepreneurial, organised, and resourceful. These lifelong skills open to students a diverse array of community, work, and business opportunities. Students experience, observe, and analyse the tourism industry and appreciate its collaborative and competitive nature.

Students develop an insight into the range of career opportunities available in the tourism industry, and different training and education pathways. They have opportunities to understand the dynamic nature of the economy and work, and their rights and obligations as workers. Students develop their own perspectives and those of others on the realities, opportunities, and future prospects of working or establishing a business in the tourism industry.

Learning

The learning capability is fundamental to the study of tourism. Students access, analyse, and present information from primary sources (e.g. interviews, field trips, surveys, qualitative and quantitative data, guest speakers, observations) and secondary sources (e.g. the Internet, media, promotional material, policies, reference books). They collect, organise, sort, analyse, and synthesise information and ideas from different sources and develop their ability to think critically and evaluate tourism concepts. Students develop skills in using information and communication technologies to manage, share, and present information and to express ideas.

Concepts, such as sustainability, and tourism models provide ways for students to engage in thinking analytically and critically about tourism, and to appreciate different perspectives. Students can clarify their own perspectives on tourism matters and develop informed opinions, draw conclusions, and make recommendations.

Students have opportunities to use creativity and originality and to think logically, using analytical skills and tools such as SWOT (strengths, weaknesses, opportunities, and threats) analysis, cost-benefit analysis, mind maps, brainstorming, and concept mapping. They also build tourism-specific knowledge such as the identification of local, national, and global tourism destinations, activities, and attractions, and their characteristics. Students develop skills in constructing and interpreting maps, diagrams, charts, tables, and other visual and graphical information.

Literacy in Tourism

In Tourism, students have opportunities to develop and use a range of literacy skills. These skills enable students to:

* question, listen, observe, respond, and, using tourism terminology, interact with others about tourism phenomena
* access, interpret, evaluate, and, in some cases, critique current information and data from sources such as reference books, industry and government reports, promotional materials, speeches, policy documents, web-based information and online forums, research and statistical reports, articles, videos, and media items
* use reading, writing, viewing, listening, speaking, and information and communication technologies to create and respond to a range of texts
* use language and structures appropriate to the context, audience, and purpose to present findings, interpret and analyse data and perspectives, and present informed opinions, conclusions, and recommendations (e.g. produce texts, using the language and concepts of tourism)
* choose the most appropriate form of communication or combination of forms to present information for particular contexts, audiences, and purposes (e.g. develop a reasoned argument for an extended written response supported by visual and graphical evidence)
* plan, draft, edit, proofread, and present written texts, and appropriately acknowledge sources
* identify and collect primary data from, for example, discussions, surveys, interviews, and field observations and recordings
* identify and describe local, national, and global tourism destinations and their characteristics
* interpret cross-cultural information to recognise different perspectives.

Numeracy in Tourism

In Tourism, students have opportunities to develop and use a range of numeracy skills. These skills enable students to:

* calculate percentages, large numbers, and financial figures
* employ tools such as calculators and spreadsheets in a tourism context
* calculate, interpret, and extrapolate statistical information from secondary sources (e.g. visitor data) and primary sources (e.g. questionnaire data)
* interpret, analyse, and construct databases, spreadsheets, maps, tables, and graphs
* calculate distances, travel times, and time differences, and identify daily and seasonal opening times
* calculate and apply currency exchange rates, tariffs and taxes, travel budgets, and expenditure
* schedule itineraries
* cost products and services
* assess the economic viability of tourism developments, businesses, and ventures
* identify tourism destinations and travel patterns locally, nationally, and globally
* quantify tourism activity, such as the economic importance of the industry, visitation trends, tourist expenditure, and the creation of jobs and timelines
* evaluate statistical and graphical information, think critically, and make informed choices about the purpose, usefulness, and validity of quantitative information
* calculate environmental sustainability (e.g. carbon trade-offs, ecological footprints, and carrying capacities) and undertake cost-benefit analyses.

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Tourism

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Tourism.

In this subject, students are expected to:

1. understand tourism knowledge, including the nature of tourists, tourism, and the tourism industry

2. apply an understanding of tourism concepts, including sustainable tourism and cultural sustainability in different contexts — local, national, and global

3. investigate and analyse tourism trends, developments, or contemporary issues

4. apply practical tourism skills in different contexts

5. interpret and analyse information about tourism to recognise different perspectives and clarify their own perspectives

6. communicate information about tourism for particular audiences and purposes, using appropriate terminology, forms, and acknowledgment of sources.

Content

Tourism is a 10-credit subject or a 20-credit subject at Stage 1.

The content of the subject consists of themes and topics (listed below) and practical tourism skills (as described in the sections on the capabilities, literacy, and numeracy).

An understanding of the themes forms a core of knowledge and informs the development of the topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills. For example, a program may be developed around topics that incorporate relevant aspects of the themes. Alternatively the themes may be developed independently before one or two topics are studied.

A 10-credit subject consists of three topics and a 20-credit subject consists of six topics. Coverage of the four themes will depend on the teaching and learning program that is developed to meet the needs of the students. For a 20-credit subject it is recommended that all four themes are developed.

Themes

* Understanding the Tourism Industry
* Identifying Visitors and Hosts
* Creating Sustainable Tourism
* Working in the Tourism Industry

Topics

* Investigating the History of Tourism
* Exploring Tourism in the Local Area
* Examining Local Impacts of Tourism
* Preparing for International Travel
* Understanding the Role of Organisations and Government in Tourism
* Examining Tourism and Technological Change
* Appreciating Tourism in Australia
* Investigating Tourism Markets
* Understanding Tourism and Natural Environments
* Tourism Industry Skills
* Negotiated Topic

Themes

The dynamic nature of tourism should be emphasised by focusing on tourism trends, developments, or contemporary issues.

Understanding the Tourism Industry

This theme describes how the tourism industry can be conceptualised.

The tourism industry is defined by the specific services it provides for travellers. An appreciation of the flow of visitors and the location of destinations will help students to describe the nature and scale of tourism. Tourism is a dynamic and economically important industry locally, nationally, and globally. There are diverse relationships between the sectors, subsectors, and tourism associations that make up the tourism industry.

The nature and scope of contemporary tourism enterprises are wide-ranging and affect other industries. They are subject to internal and external regulation. The tourism industry is continually evolving in response to technological innovations and, by identifying niche and mass markets, to cater for changing consumer demands and expectations. The current trends in the industry point to its future directions.

Identifying Visitors and Hosts

This theme deals with the factors that influence visitors’ and hosts’ perceptions of each other. Central to this theme are the concepts of cultural sustainability and cultural diversity, and the role of tourism in the interaction of people from different cultures and perspectives.

The word ‘tourist’ has multiple definitions. Perceptions of tourists are complex. Tourists are a diverse group whose motivations to travel, needs as travellers, and expectations of travel vary greatly. Tourists’ perceptions of a destination are affected by their individual ideas and experiences, including exposure to marketing, local and global events, and media reports. These perceptions affect the behaviour of tourists towards host communities. Conversely, a host community’s perception of tourists is influenced by its own values and by the effects of tourism on the community. It is important to include Indigenous perspectives in this theme.

Creating Sustainable Tourism

This theme explores the rationale for sustainable tourism.

The sustainability of tourism can be viewed through four interconnected aspects — economic, social, cultural, and environmental. Tourism is one of the fastest-growing industries in the world and can make an important economic contribution to a host community, region, or nation through tourist expenditure and the creation of jobs. Generational sustainability in tourism depends on the long-term planning and management of its economic, environmental, and sociocultural impacts. Tourism may have helpful or harmful effects on natural and cultural environments.

Tourism also impacts socially on the host community through the presence of the tourist population and the infrastructure and technologies required to meet its needs. Thoughtful planning and management are needed to sustain the economic benefits of tourism. Tourism-related activities must be managed efficiently. The natural and cultural features that attract tourists to a destination must be sustained. Responses to the sociocultural impacts of tourism should be identified and addressed through community consultation.

Working in the Tourism Industry

This theme identifies the knowledge, skills, and personal attributes required to undertake careers in the tourism industry.

The tourism industry is a large employer, offering opportunities for work in many types of jobs. Specialised knowledge and skills, and personal attributes such as collaborative work practices and communication skills, are necessary for successful employment in the industry.

Tourism enterprises operate in a competitive business environment where accreditation is required. There is an expectation that workers in the tourism industry will acquire relevant knowledge and skills and demonstrate personal attributes, such as cultural awareness, that are needed to contribute to the success of the individual enterprise and the industry as a whole. This theme also includes an examination of the range, and changes through time, of careers in the tourism industry.

Topics

The details listed under each of the following topics provide a guide for teachers to develop teaching and learning programs. Teachers and students choose the focus and contexts through which topics are developed. Material chosen should reflect the variety of experiences and backgrounds that students bring to their studies. The details in each topic are to be chosen to meet these diverse needs and interests, taking into account school resources.

Investigating the History of Tourism

The evolution of tourism into the present mass industry is investigated. Local historical development of tourism often provides an ideal perspective from which to explore aspects of this topic, including:

* the historical development of transport, accommodation, and tourist sites
* tourism industry sectors and organisations, and their development
* the future of tourism.

Exploring Tourism in the Local Area

Tourism activities, sites, and infrastructure in the local area are explored. Travelling in a local community is considered from the perspective of a tourist or host. Aspects of tourism in the local area are explored, including:

* details about visitors to a region or local area
* the impact of tourism on a local community
* future tourism developments.

Examining Local Impacts of Tourism

The range and nature of impacts of tourism are examined from a local perspective. Among the impacts worth considering are:

* economic
* sociocultural
* environmental
* political.

Preparing for International Travel

An understanding of international tourism destinations is developed and includes location and travel considerations, attractions, and cultural contrasts. International travel requires numerous practical preparations, which could involve various levels of travel and tourism industry services. Students could develop an understanding of these practical preparations and consider related aspects such as:

* international travel patterns to and from Australia
* the impact of external events on international travel (political, scientific, artistic, newsworthy, etc.)
* cultural diversity and cultural sustainability
* interpretation of promotional materials — image and reality.

Understanding the Role of Organisations and Government in Tourism

There are tourism industry groups, associations, and organisations at local, national, and international levels. Local, state, and federal governments are also involved in tourism. The development of this topic could involve an understanding of these bodies and the extent and level of their involvement. Other aspects to consider include:

* the role of regulation in tourism
* laws and regulations that affect tourism
* interconnectedness of industry and government.

Examining Tourism and Technological Change

Changes to tourism over time, as a result of the impact of technology, are examined. Technology, now and in the future, can be used to varying degrees to meet the diverse needs of tourists, such as those with disabilities. Technological change in the tourism industry could be explored through aspects such as:

* transport, travel, and hospitality
* marketing and communications
* future opportunities through technological developments.

Appreciating Tourism in Australia

An appreciation of the attractions and components of tourism in Australia is developed. This could entail an insight into the features of tourism destinations, visitation trends, and travel patterns in Australia. Students could also consider:

* Indigenous tourism ventures
* competition for the tourist dollar (regional, state, national, and international marketing)
* intercultural implications of travel.

Investigating Tourism Markets

Marketing and market planning of tourism products, services, and destinations involve research into areas such as a person’s motivation to travel. Niche and mass tourism markets could be investigated. Other aspects of this topic include:

* the economics of a tourism venture
* links between the travel, hospitality, and recreation and leisure industry sectors
* changing trends and implications for marketing tourism destinations.

Understanding Tourism and Natural Environments

Different natural environments have unique characteristics and appeal to tourists. The impact of visitors on natural environments may result in the development of planning guidelines, controls, and management strategies. Students’ understanding of this topic could be developed by considering:

* types of impact, and measuring visible change
* labels such as ‘nature-based’ and ‘ecotourism’, and industry implications
* development, conservation, and the sustainable natural environment
* ecological footprints of tourism.

Tourism Industry Skills

Students have opportunities to investigate and develop tourism industry skills in a work-related context. This topic should be undertaken in combination with the theme ‘Working in the Tourism Industry’.

Negotiated Topic

Teachers may choose to design a negotiated topic, using the framework provided for the other topics. The negotiated topic should give students an opportunity to undertake a study of tourism different from those listed in the other topics, or to undertake detailed studies of a particular aspect of one or more topics. In designing the negotiated topic, teachers should ensure that the themes underpin the content.

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Tourism:

* Assessment Type 1: Case Study
* Assessment Type 2: Sources Analysis
* Assessment Type 3: Practical Activity
* Assessment Type 4: Investigation.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

For both a 10-credit subject and a 20-credit subject, at least one assessment should be in written form, and at least one in oral or multimodal form. Where students undertake an assessment as part of a group, the conditions of assessment, including whether students are assessed individually or as a group, should be clearly communicated to students before they start the assessment. Students undertaking an assessment as part of a group should be assessed under the same conditions.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* analysis
* investigation and application
* communication.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Understanding of tourism knowledge.

KU2 Understanding of tourism concepts.

Analysis

The specific features are as follows:

A1 Interpretation and analysis of sources of information to recognise different perspectives.

A2 Clarification of the student’s own perspectives and those of others on tourism trends, developments, or contemporary issues.

Investigation and Application

The specific features are as follows:

IA1 Application of practical tourism skills in different contexts.

IA2 Application of understanding of tourism concepts in different contexts — local, national, and global.

IA3 Investigation and interpretation of primary and secondary sources of information.

Communication

The specific features are as follows:

C1 Communication of informed ideas about tourism, using appropriate forms to suit the purpose and audience.

C2 Appropriate use of tourism terminology.

C3 Incorporation of visual and graphical evidence (e.g. maps, photographs, data tables, statistical data, charts, drawings, graphs).

C4 Appropriate acknowledgment of sources of information.

School Assessment

Assessment Type 1: Case Study

Students undertake at least one case study for both a 10-credit subject and a 20-credit subject.

Students undertake an in-depth, purposeful study into a particular location, event, or tourism activity. A case study may be situated locally, nationally, or globally and the scale may vary from the microscale of a specific site to a study of a region, state, or nation. Students use a systematic approach to plan and conduct a case study that involves an analysis of a range of information sources and different perspectives to generate findings.

Students are likely to present evidence of their learning in a combination of forms, incorporating visual and graphical information and using the terminology and concepts of tourism. Findings could include a discussion of implications and the development of reasoned conclusions or recommendations.

Students present evidence of their learning in a form that is a maximum of 1000 words for a written text or a maximum of 6 minutes for an individual oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* analysis
* investigation and application
* communication.

Assessment Type 2: Sources Analysis

Students undertake at least one sources analysis assessment for both a 10-credit subject and a 20-credit subject.

Students apply their tourism knowledge, understanding, and skills to interpret and analyse sources of information about tourism, such as written materials, Internet sites, media items (e.g. news reports, radio interviews, newspaper articles), quotations, cartoons, graphical information (e.g. maps, photographs, diagrams), and statistical data. Students respond to questions developed by the teacher to demonstrate their interpretation and analysis of the sources of information about tourism. Responses are most likely to be in written short-answer form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* analysis.

Assessment Type 3: Practical Activity

Students undertake at least one practical activity for both a 10-credit subject and a   
20-credit subject.

In this assessment type, students develop and demonstrate their practical tourism skills.

A practical activity is an assessment that in most cases extends beyond the classroom and is generally undertaken as a class or group. It may be a field trip where students interview people or gather primary sources of information through observation and recording during a visit to a site or other activities relevant to tourism. Students use primary sources of information to explain and make connections between their findings and their knowledge of tourism concepts.

Students may also apply their knowledge and skills to event planning and management, a public display, acting as a tour guide, an interpretative display, or an industry publication.

Students are encouraged to use multimodal presentations, including visual and graphical information, in their evidence of learning. They present their practical activity in a form that is a maximum of 1000 words for a written text or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and application
* communication.

Assessment Type 4: Investigation

Students undertake at least one investigation for both a 10-credit subject and a 20-credit subject.

In negotiation with the teacher, students identify a tourism trend, development, or contemporary issue for investigation. An investigation involves a degree of independent student learning to identify, interpret, and analyse primary and secondary sources of information that present different perspectives on tourism. Students develop and present findings that should include reasoned recommendations and clarification of their own perspectives on the trend, development, or issue under investigation.

Students provide their evidence of learning as an extended response, which is most likely to be in a written form supported by visual and graphical evidence (although this does not exclude an oral form). Visual and graphical evidence particularly relevant to this assessment type includes maps, graphs, tables, photographs, drawings, and/or diagrams.

The following format is recommended:

* an introductory statement outlining the tourism trend, development, or contemporary issue
* a summary of the investigation process undertaken
* analysis and synthesis of primary and secondary sources of information
* conclusions and recommendations
* appropriate and consistent acknowledgment of sources.

The investigation should be a maximum of 1000 words for a written text or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* knowledge and understanding
* analysis
* investigation and application
* communication.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Tourism

| - | Knowledge and Understanding | Analysis | Investigation and Application | Communication |
| --- | --- | --- | --- | --- |
| A | Comprehensive understanding of tourism knowledge.  Perceptive understanding of tourism concepts. | Thorough interpretation and insightful analysis of a wide range of sources of information to recognise different perspectives.  Perceptive and well-informed clarification of the student’s own perspectives and those of others on tourism trends, developments, or contemporary issues. | Comprehensive application of a wide range of practical tourism skills in different contexts.  Thoughtful and sustained application of understanding of tourism concepts in different contexts.  Highly effective investigation and interpretation of a diverse range of primary and secondary sources of information. | Highly effective and coherent communication of well-informed and supported ideas about tourism, using forms well suited to the purpose and audience.  Consistent, clear, and appropriate use of tourism terminology.  Highly effective incorporation of visual and graphical evidence in responses.  Appropriate and consistent acknowledgment of a diverse range of sources. |
| B | Detailed understanding of tourism knowledge.  Well-considered understanding of tourism concepts. | Detailed interpretation and thoughtful analysis of a range of sources of information to recognise different perspectives.  Well-considered and informed clarification of the student’s own perspectives and those of others on tourism trends, developments, or contemporary issues. | Thoughtful application of a range of practical tourism skills in different contexts.  Well-considered application of understanding of tourism concepts in different contexts.  Effective investigation and interpretation of a range of primary and secondary sources of information. | Effective and coherent communication of informed and mostly supported ideas about tourism, using forms that suit the purpose and audience.  Mostly clear and appropriate use of tourism terminology.  Effective incorporation of visual and graphical evidence in responses.  Mostly appropriate and consistent acknowledgment of a range of sources. |
| C | Competent understanding of tourism knowledge.  Considered understanding of tourism concepts. | Interpretation and considered analysis of different sources of information to recognise different perspectives, with a tendency to rely on description.  Considered clarification of the student’s own perspectives and those of others on tourism trends, developments, or contemporary issues. | Considered application of practical tourism skills in different contexts.  Considered application of understanding of tourism concepts in different contexts.  Competent investigation and interpretation of different primary and secondary sources of information. | Effective communication of informed ideas about tourism, using forms that mostly suit the purpose and audience.  Mostly appropriate use of tourism terminology.  Some effective incorporation of visual and graphical evidence in responses.  Mostly appropriate acknowledgment of different sources. |
| D | Some understanding of tourism knowledge.  Recognition of some tourism concepts. | Description of a narrow range of sources, with some evidence of interpretation, and possible recognition of more than one perspective.  Some basic clarification of the student’s own perspective, but generally not that of others, on tourism trends, developments, or contemporary issues. | Partial application of practical tourism skills in restricted or simple contexts.  Superficial application of aspects of tourism concepts in more than one context.  Some identification and use of primary or secondary sources of information. | Basic communication of ideas, using forms that sometimes suit the purpose and audience.  Some occasional use of appropriate tourism terminology.  Superficial incorporation of visual and graphical evidence in responses.  Some inconsistent acknowledgment of sources. |
| E | Recognition of aspects of tourism information.  Emerging recognition of aspects of tourism concepts. | Some description of one or more sources or perspectives.  Some identification of the student’s own perspective on a tourism trend, development, or contemporary issue. | Some attempted application of practical tourism skills.  Attempted application of aspects of one or more tourism concepts.  Attempted use of a limited number of sources. | Fragmented communication that rarely suits the purpose or audience.  Limited use of basic tourism terminology.  Attempted use of visual or graphical evidence.  Limited acknowledgment of sources. |

Assessment Integrity

OFFICIAL

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

OFFICIAL

Stage 2 Tourism

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Tourism.

In this subject, students are expected to:

1. understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry

2. understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts — local, national, and global

3. investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues

4. apply practical tourism skills in different contexts

5. interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions, and recommendations

6. communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgment of sources.

Content

Stage 2 Tourism is a 20-credit subject.

The content of the subject consists of themes and topics (listed below) and practical tourism skills (as described in the sections on the capabilities, literacy, and numeracy).

An in-depth understanding of the themes forms a core of knowledge and underpins the development of the topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills.

Programs must cover each of the three themes and teachers should include three topics to supplement the focus of the themes. Teachers, for example, may develop a program in which the themes are incorporated in three topics. Alternatively, the themes may be developed independently before the topics are studied.

The external assessment component of the subject (examination) involves students’ interpretation and critical analysis of a range of sources in relation to the three themes.

Themes

* Operations and Structures of the Tourism Industry
* Travellers’ Motivations and Perceptions, and the Interaction of Host Community and Visitor
* Planning for and Managing Sustainable Tourism

Topics

* Applications of Technology in Tourism
* The Economics of Tourism
* Establishing a Tourism Venture
* Indigenous People and Tourism
* Management of Local Area Tourism
* The Impacts of Tourism
* Marketing Tourism
* Special Interest Tourism
* Responsible Travel
* The Role of Governments and Organisations in Tourism
* Tourism Industry Skills
* Negotiated Topic

Themes

The themes form the basis of the examination and are the foundation for the study of the topics. The themes define the fundamental knowledge, skills, and understanding required for the study of Tourism at Stage 2. The dynamic nature of tourism should be emphasised by focusing on tourism trends, developments, and/or contemporary issues.

A tourism model is a visual or graphical representation of a concept or idea, demonstrating the structure or relationship between various components, showing how the concept or idea might operate in a real-world situation. Students learn to interpret, analyse, and evaluate various tourism models, and to apply their understanding of these models in different contexts. Some well-known tourism models include, but are not restricted to, Plog’s model of tourist types, the Butler Sequence, the Triple Bottom Line and other approaches to sustainability, the Multiplier Effect, and Doxey’s Irridex.

Operations and Structures of the Tourism Industry

The tourism industry is structured into sectors, subsectors, and tourism associations or government agencies. It operates as a system, and models can be used to show how its components are linked. Students gain an understanding of tourism models and the relationship between the sectors and subsectors. The role of external agencies, including governments, should be examined in this theme.

The influence of the tourism industry on the political, legal, sociocultural, ethical and economic spheres is examined as students recognise the dynamic nature and importance of the industry locally, nationally, and globally. They become aware of developments and changes in the nature of tourism, tourists, and host communities.

Students also become aware of different types of tourism, including mass tourism, special interest tourism, and niche tourism. The extent of internal and external regulation, and the resulting outcomes, should be examined. Students gain an understanding of, and explain, current tourism operations, structures, and trends, and examine the surrounding issues as they may develop in the future.

Students examine the complexities of employment in the tourism industry and the way in which collaboration with others may solve problems and define possible outcomes or solutions. Students gain an understanding of the importance of working within and across cultures and appreciate individual and group identity in issues and practices related to work in the tourism industry. Students identify the range, extent, trends, and nature of employment opportunities in the tourism industry and the knowledge, skills, and personal attributes, including cultural awareness, necessary for successful employment in the tourism industry.

Travellers’ Motivations and Perceptions, and the Interaction of Host Community and Visitor

The interactions of tourists and host communities are important in defining the nature and impact of tourism in society. Cultural diversity and cultural sustainability, and the role of tourism in the interaction of people from different cultures and perspectives, are central to this theme. The relationships of different types of visitors and hosts may vary according to location and the political, economic, and sociocultural characteristics of tourists and the host communities.

Students identify, examine, and explain the diversity of perspectives that tourists bring with them as visitors, and show how these perspectives are shaped and influenced by beliefs, values, customs, and practices of diverse societies and cultures. In doing so, students are able to recognise various push and pull factors relating to tourists’ motivations to travel, and their needs and expectations as travellers. Students also examine the influences of tourists on the host communities and ways in which tourism may bring about social and cultural change.

Students gain an understanding of, and explain, the various definitions of ‘tourist’ and ‘tourism’ and the complex motivation of tourists as well as the perceptions held about and by tourists. Students should understand the concept of market segmentation. Students should be able to explain the outcomes of different types of interactions of visitors and hosts, particularly exploring the concept of responsible tourism.

Planning for and Managing Sustainable Tourism

Students identify and explain the complex interconnections and interactions of people and of the natural and built environments. Students recognise the distinctiveness of people, places, and environments, and the way perceptions of them change. They understand that sustainability in relation to tourism can be viewed through three interconnected aspects — economic, sociocultural, and environmental. They examine the importance of different cultural perspectives, particularly the perspectives of Indigenous people. Students gain an understanding of how cultural diversity affects sustainability in tourism. They should understand that generational and intergenerational sustainability depends on long-term planning and management of the economic, environmental, and sociocultural, impacts of tourism. Students identify, analyse, and evaluate methods of managing tourism for sustainability. They investigate the implications of mass tourism and solutions to issues of sustainability, and identify and explain preferred futures.

Topics

Applications of Technology in Tourism

Overview

There is almost unlimited scope for applications of technology in tourism. Technological innovations in transport, telecommunications, and other fields have facilitated the development of mass tourism, adventure tourism, and niche tourism, and have raised travellers’ expectations about comfort, safety, and choice. Technology can also be applied to monitoring and managing natural and cultural attractions to promote the sustainability of tourism and enhance the experience for visitors.

The tourism industry has adopted new technologies that serve its needs for efficiency and expediency. The changes that have followed have had wide-ranging implications for the industry and for travellers. Technology affects the way tourism is promoted, the way people organise their travel, and what they experience at their destinations. As communities become more aware of the effects of technology in tourism, decisions about the ethical applications of technology are assuming greater importance.

Key Ideas

* Changing technologies and considerations of distance, transportation modes, and travel time
* Cost-benefit analyses of new technologies
* Appropriateness of new technologies
* Ethical applications of technology
* Implications of technological change for the tourism industry, host communities, and tourists
* Impacts on employment
* Development of new tourism products and services

The Economics of Tourism

Overview

Tourism is a decentralised service industry that is an increasingly important source of export income. It is a major generator of economic activity and employment in all regions, including remote and arid locations as well as large urban centres. Direct expenditure on tourism is augmented by secondary expenditure, resulting in a multiplier effect. As well as the primary commercial activity of tourism, increased development of facilities and infrastructure may benefit both visitors and host communities in destination regions.

The industry is subject to seasonal fluctuations that can result in structural employment and resource problems. As tourism management methods have become more sophisticated, communities have become more aware of the impact of tourism. Increasingly governments, businesses, and host communities recognise the importance of management of tourism for sustainability.

Key Ideas

* Economic dimensions of tourism
* Multiplier and leakage effects
* Seasonal fluctuations
* Development of infrastructure
* Sustainable tourism
* Management methods

Establishing a Tourism Venture

Overview

Financial, operational, and marketing analyses, as well as sociocultural and environmental feasibility studies, are used to determine the viability of tourism businesses. Consultation with the host community, lobby groups, and government authorities is necessary to ensure that the long-term effects will be helpful not only to the tourism operator but also to the host community and the wider community. A potential tourism operator should identify and examine the processes necessary for establishing a tourism venture that will have economic, sociocultural, and environmental sustainability.

Key Ideas

* Feasibility studies to determine economic, social, cultural, and environmental perspectives
* Identification of, and consultation with, host communities
* Examination of relevant laws and regulations
* Liaison with local and other government authorities
* Determination of marketing and management strategies
* Implementation and monitoring of a tourism venture
* Accreditation

Indigenous People and Tourism

Overview

Tourism has a potential influence on Indigenous people, and Indigenous people have a potential influence on tourism. Tourism plays a role in the economic status and empowerment of Indigenous people both in Australia and internationally. International visitors to Australia express great interest in authentic tourism experiences, particularly those related to the cultures and histories of Indigenous Australians.

Although views about tourism vary within communities, it is clear that increasing numbers of Indigenous people are becoming involved in the industry. The contribution of Indigenous people to the operation and management of tourism ventures is growing, and this knowledge is being incorporated in current and future conservation and tourist management regimes. In some cases, tourism has brought economic advantages to Indigenous people, although the sociocultural outcomes have not always been helpful to the host communities. Indigenous people in Australia and other parts of the world have also adopted various approaches to the expansion of the tourism industry.

Key Ideas

* Indigenous concepts of ‘country’
* Indigenous perspectives on tourism
* Indigenous tourism destinations, events, and ventures
* Operation and management of Indigenous tourism

Role of government and other organisations in Indigenous tourism

* Variation in Indigenous tourism globally

Management of Local Area Tourism

Overview

The local area provides opportunities for students to examine its tourism activities and its tourism potential. The local community has a distinctive character that can be explored to offer tourists unique experiences. Tourism has a vested interest in the character of the local area, and in managing the impacts of tourism activities for sustainability. Management issues involve measuring the impacts of tourism on, and the rate of change in, a local area, and the effects of that change. Local policies and attitudes towards tourism differ markedly and exert a strong influence on management.

Key Ideas

* The physical, sociocultural, and political characteristics of the local area
* Identification of management issues of local area tourism
* Measurement of the impact of tourism on a local area
* Cost-benefit analyses of tourist activities
* External influences on local area tourism
* Future tourist developments

The Impacts of Tourism

Overview

Tourism can have both helpful and harmful impacts on the economic, sociocultural, and environmental welfare of host communities. The rate, type, amount, and effects of change can be determined by measuring these impacts. Viable planning and management strategies can then be developed to avoid exceeding carrying capacity and models can be used to describe, analyse, and evaluate the impacts of tourism.

Sustainable tourism management can address the tendency for modernisation and globalisation to diminish destination authenticity. Management can also help to achieve a balance between authenticity and change, and the expectations of the industry and the host community. Proactive management of tourism by government and private enterprise can be used to enhance the conservation of natural environments for the future.

Key Ideas

* Economic, sociocultural, and environmental impacts of tourism
* Changes in approaches to tourism development
* Sustainable tourism, carrying capacity, and other tourism concepts
* Proactive planning and management of tourism
* Sources of modernisation and globalisation
* Balanced responses to commercial, conservation, and other issues
* Management of impacts of tourism

Marketing Tourism

Overview

People are motivated to travel for many reasons. The main purpose of market research is to understand consumer behaviour and identify the demand for destinations and activities by particular age groups, socio-economic groups, and interest groups. Governments and industry sectors and groups each have an interest in marketing tourism. Operators in mass and niche tourism markets depend on research for information about their competitors and the capacity for growth in different market segments, and effective advertising. They must also be knowledgable about the links between tourism and related industry sectors.

Key Ideas

* Role of tourism organisations in marketing
* Definition of marketing
* Marketing techniques
* Understanding consumer behaviour
* Market segmentation
* Research techniques
* Effective marketing

Special Interest Tourism

Overview

The tourism industry is continually changing and responding to new markets. This topic provides an opportunity for students to examine how the industry responds to meet particular interests of travellers beyond the mass tourism market. Different approaches emerge to meet the special interests of tourists in different locations, for example, adventure; wine; festival and special events; cultural, disaster, extreme, health, medical, battlefield, and sport tourism, as well as ecotourism. Students apply their knowledge and skills to develop a deep understanding of one or more forms of special interest tourism.

Key Ideas

* Traveller type and motivation
* Management and issues
* Industry involvement, management, and organisation
* Locations, scope, and scale of operations
* Viability and sustainability factors
* Opportunities, trends, developments, and issues

Responsible Travel

Overview

Responsible travel encompasses planning and preparing for travel, and ethical behaviour towards the host community and environment. This topic includes the motivation to travel and the effects of travel on travellers’ behaviour. A person’s response to a host community is influenced by perceptions of the destination drawn from a range of personal experiences and from images created by those marketing destinations and products, and the media. The responsibilities of the traveller and the industry include an awareness of, and respect for, the social, cultural, and religious heritage of the host community, legal requirements, and natural and human environments.

Key Ideas

* Media images of destinations and products
* Psychology of the traveller
* Practical aspects of responsible travel
* Interactions with a host community
* Intercultural awareness
* Respect for natural, human, and built environments
* Current issues in ethical travel
* Role of lobby groups and organisations

The Role of Governments and Organisations in Tourism

Overview

Tourism is subject to regulation. Governments, industry organisations, and environmental and other lobby groups all play a role in the rate, type, and scale of tourism development. Federal, state, and local governments each have specific powers and areas of interest relating to tourism. The participation in and response to tourism by different governments vary considerably. Regional and local tourism associations are often supported by various levels of government. Other organisations may draw on specialist knowledge and expertise to influence the development of tourism.

Key Ideas

* The role of regulation in tourism and tourism development
* Local, state, and federal government involvement in tourism
* Roles adopted by different governments
* The application of laws and regulations relevant to tourism
* Local, regional, national, and international tourism industry groups and associations
* Non-industry organisations with interests in tourism

Tourism Industry Skills

Students have opportunities to investigate and develop tourism industry skills in a work‑related context. This topic should be undertaken in combination with the theme ‘Operations and Structures of the Tourism Industry’.

Negotiated Topic

Teachers may choose to design a negotiated topic, using the framework provided for the other topics. The negotiated topic should give students an opportunity to undertake a study of tourism different from those listed in the other topics, or to undertake detailed studies of a particular aspect of one or more topics. In designing the negotiated topic, teachers should ensure that the themes underpin the content.

Assessment Scope and Requirements

All Stage 2 subjects have a school assessment component and an external assessment component.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Tourism:

School Assessment (70%)

* Assessment Type 1: Folio (20%)
* Assessment Type 2: Practical Activity (25%)
* Assessment Type 3: Investigation (25%)

External Assessment (30%)

* Assessment Type 4: Examination (30%).

Students should provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

* at least two assessments for the folio
* at least two practical activities
* one investigation
* one examination.

Students should provide evidence of their learning in different forms, including written, oral, or multimodal. Where students undertake an assessment as part of a group, the conditions of assessment, including whether students are assessed individually or as a group, should be clearly communicated to students before they start the assessment. Students undertaking an assessment as part of a group should be assessed under the same conditions.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by:

* teachers to clarify for the student what he or she needs to learn
* teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* analysis and evaluation
* investigation and application
* communication.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Understanding of tourism knowledge.

KU2 Knowledge and understanding of tourism concepts and models in different contexts — familiar and less familiar.

Analysis and Evaluation

The specific features are as follows:

AE1 Interpretation and critical analysis of different perspectives on tourism trends, developments, and/or contemporary issues.

AE2 Evaluation of the validity, bias, and accuracy of sources of information.

AE3 Analysis and evaluation of tourism concepts and models.

AE4 Development of informed opinions, conclusions, and recommendations.

Investigation and Application

The specific features are as follows:

IA1 Investigation and critical analysis of connections between primary and secondary sources of information.

IA2 Application of practical tourism skills in different contexts.

IA3 Investigation of tourism trends, developments, and/or contemporary issues.

IA4 Application of tourism knowledge, and tourism concepts and models in different contexts — local, national, and global.

Communication

The specific features are as follows:

C1 Communication of informed ideas about tourism, using appropriate forms to suit the purpose and audience.

C2 Appropriate use of tourism terminology.

C3 Incorporation of a variety of visual and graphical evidence (e.g. maps, photographs, data tables, statistical data, charts, drawings, graphs).

C4 Appropriate acknowledgment of sources of information.

School Assessment

Assessment Type 1: Folio (20%)

Students undertake at least two critical analysis assessments for the folio.

Students interpret and critically analyse secondary sources of information in tourism contexts appropriate to the themes or topics being studied. Two forms of critical analysis assessments are suggested below to help teachers to design assessments.

Study

Students, under the guidance of, or in negotiation with, the teacher, identify a focus relevant to tourism. The focus could be an aspect of a theme or a topic under study. Students examine this focus in relation to one or more of the following: a spatial scale (e.g. local, national, or global), time, culture, enterprise, sector, or trend, development or issue. The purpose of the study is for students to use tourism knowledge, understanding, and skills to evaluate a tourism phenomenon by engaging in critical analysis.

This involves identifying, selecting, critically analysing, and evaluating secondary sources of information (and possibly primary sources), assessing different perspectives, and forming conclusions. Students are likely to present evidence of their learning in a combination of forms, in particular written and oral forms supported by visual and graphical evidence, using the language and concepts of tourism.

Supervised Structured Assessment

Students undertake this assessment under supervised conditions. Supervision involves the teacher monitoring the students as they undertake the assessment. It may include restrictions on the materials that can be accessed by the students, the time allocated, or the form of the response. The teacher provides a structure for the responses expected from students. This structure is generally a series of questions based on tourism-related information such as photographs, promotional materials, cartoons, graphs, statistics, media items (e.g. radio interviews, newspaper or web-based articles), reports, maps, a speech, or a presentation.

The length for a non-supervised critical analysis assessment is a maximum of 1000 words for a written text or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form. For supervised tasks, a time limit must be specified.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* analysis and evaluation
* communication.

Assessment Type 2: Practical Activity (25%)

Students undertake at least two practical activities.

In this assessment type, students develop and demonstrate practical tourism skills.

A practical activity is an assessment that in most cases is undertaken beyond the classroom and involves the collection of information from primary sources. This could be undertaken as a class or group. A practical activity may be a field trip where students gather information from primary sources through observation and recording during a visit to a site or activities of tourism interest or relevance. Primary sources could include surveys, interviews, observations, counts, photographs, and field sketches. Students use primary sources of information to explain and make connections between their findings and their knowledge of tourism concepts and/or models, and secondary sources of information about tourism.

Students present each practical activity in a form that is a maximum of 1000 words for a written text or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and application
* communication.

Assessment Type 3: Investigation (25%)

Students undertake one individual investigation.

Students are given substantial responsibility for the management of an investigation and for the generation of an extended response. In negotiation with the teacher, students identify a tourism trend, development, and/or contemporary issue for investigation. An investigation involves identifying, selecting, analysing, and evaluating primary and secondary sources of information about the trend, development, and/or issue, and making recommendations based on the findings.

The following format is recommended for presentation of the extended response:

* an introductory statement outlining the tourism trend, development, and/or contemporary issue
* a summary of the investigation process undertaken
* analysis, synthesis, and evaluation of primary and secondary sources of information
* justified conclusions and recommendations
* appropriate and consistent acknowledgment of sources.

The investigation is a maximum of 1500 words for a written text or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form. It should be supported by visual and graphical evidence. Visual and graphical evidence particularly relevant to this assessment type includes maps, graphs, tables, photographs, drawings, charts, statistical data, and/or diagrams.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* analysis and evaluation
* investigation and application
* communication.

External Assessment

Assessment Type 4: Examination (30%)

In the examination, students apply their tourism knowledge, understanding, and skills to interpret, compare, and analyse sources of information about tourism, based on the three themes. Sources could be in many different forms including written materials, media items (e.g. news reports, radio interviews, newspaper articles), quotations, cartoons, graphical information (e.g. maps, photographs, diagrams), and statistical data.

The examination is set by the SACE Board and consists of a range of questions about different sources. Students’ responses demonstrate interpretation and critical analysis of information in the sources.

The examination provides opportunities for students to apply their learning from the tourism themes, as well as from activities they have undertaken during the teaching and learning program.

Students respond to the online examination in written form under supervised conditions in an allocated time of 130 minutes.

The following specific features of the assessment design criteria for this subject are assessed in the examination:

* knowledge and understanding — KU1 and KU2
* analysis and evaluation — AE1, AE2, AE3, and AE4
* investigation and application — IA2 and IA4
* communication — C1 and C2.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Tourism

| - | Knowledge and Understanding | Analysis and Evaluation | Investigation and Application | Communication |
| --- | --- | --- | --- | --- |
| A | In-depth understanding of simple and complex tourism knowledge.  In-depth knowledge and comprehensive understanding of tourism concepts and models in different contexts. | Comprehensive interpretation and critical analysis of different perspectives on tourism trends, developments, and/or contemporary issues.  Insightful evaluation of the validity, bias, and accuracy of sources of information.  Perceptive analysis and evaluation of tourism concepts and models.  Perceptive and well-supported development of informed opinions, conclusions, and recommendations. | Insightful investigation and critical analysis of both obvious and subtle connections between primary and secondary sources of information.  Comprehensive and diverse application of practical tourism skills in different contexts.  Comprehensive and systematic investigation of tourism trends, developments, and/or contemporary issues.  Clear and convincing application of tourism knowledge, and tourism concepts and models, in different contexts. | Highly effective, coherent, and concise communication of well-informed and well-supported ideas about tourism, using forms well-suited to the purpose and audience.  Insightful, clear, and appropriate use of a wide range of tourism terminology.  Most effective incorporation of relevant visual and graphical evidence.  Appropriate and consistent acknowledgment of a diverse range of sources. |
| B | Some depth in understanding of simple and complex tourism knowledge.  Detailed knowledge and well-informed understanding of tourism concepts and models in different contexts. | Well-informed and detailed interpretation and critical analysis of different perspectives on tourism trends, developments, and/or contemporary issues.  Well-considered evaluation of the validity, bias, and accuracy of sources of information.  Well-informed and detailed analysis and evaluation of tourism concepts and models.  Thoughtful and broad development of informed opinions, conclusions, and recommendations. | Focused investigation and critical analysis of connections between primary and secondary sources of information.  Diverse and competent application of practical tourism skills in different contexts.  Systematic investigation of tourism trends, developments, and/or contemporary issues.  Sustained application of tourism knowledge, and tourism concepts and models, in different contexts. | Effective and coherent communication of informed and mostly supported ideas about tourism, using forms that suit the purpose and audience.  Mostly clear and appropriate use of a range of tourism terminology.  Effective incorporation of relevant visual and graphical evidence.  Generally appropriate and consistent acknowledgment of a range of sources. |
| C | General understanding of tourism knowledge.  Knowledge and informed understanding of tourism concepts and models in different contexts. | Competent interpretation and some critical analysis of different perspectives on tourism trends, developments, and/or contemporary issues.  Some considered evaluation of the validity, bias, or accuracy of sources of information.  Informed analysis and some evaluation of tourism concepts and models.  Appropriate development of informed opinions, conclusions, or recommendations. | Investigation and some critical analysis of connections between primary and secondary sources of information.  Some considered application of practical tourism skills in different contexts.  Some focused investigation into aspects of tourism trends, developments, and/or contemporary issues.  Competent application of tourism knowledge and tourism concepts in different contexts, and limited application of tourism models. | Effective communication of informed ideas about tourism, using forms that mostly suit the purpose and audience.  Mostly appropriate use of tourism terminology.  Inclusion of some relevant visual and graphical evidence.  Some consistency in the use of appropriate acknowledgment of sources. |
| D | Basic understanding of simple tourism knowledge.  Some recognition and understanding of tourism concepts and possibly models in different contexts. | Some consideration and attempted interpretation of different perspectives on a tourism trend, development, and/or contemporary issue.  Superficial consideration of the validity, bias, or accuracy of one or more sources of information.  Some consideration and description of tourism concepts or models.  Partial development of opinions, conclusions, or recommendations, with some supporting evidence. | Identification of some connections between primary and secondary sources of information.  Partial application of practical tourism skills in one or more contexts.  Inconsistent investigation into aspects of tourism trends, developments, and/or contemporary issues.  Superficial application of tourism knowledge, tourism concepts, or tourism models. | Superficial communication of ideas about tourism, with some linking of forms to the purpose and audience.  Occasional use of tourism terminology that tends to lack contextual relevance.  Inconsistent incorporation of some visual and graphical evidence that may have limited relevance.  Inconsistent use of more than one source. |
| E | Emerging recognition of aspects of tourism knowledge.  Emerging awareness of tourism concepts or models in one or more contexts. | Attempted identification of different perspectives on a tourism trend, development, or contemporary issue.  Attempted consideration of bias or accuracy in a source of information.  Some description of a tourism concept or model.  Attempted development or expression of an opinion, a conclusion, or a recommendation. | Attempted identification of a connection between a primary and a secondary source of information.  Some attempted application of practical tourism skills in one or more contexts.  Identification and some description of aspects of tourism trends, developments, or contemporary issues.  Some attempted application of tourism knowledge, tourism concepts, or tourism models. | Limited communication about any aspects of tourism, with limited relevance of form to the purpose and audience.  Limited use of basic tourism terminology.  Attempted use of visual or graphical evidence, with limited relevance.  Attempted use of one or more sources. |

Assessment Integrity

OFFICIAL

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, recommended resource materials, and subject assessment advice.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).