PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Tourism**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **T** | **O** | **S** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Tourism (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **A** | **IA** | **C** |
| **Assessment Type 1: Case Study**  **Weighting 20%** | **Identifying Visitors and Hosts**  Students research the main sectors of the Tourism Industry (accommodation, attractions etc.) for a South Australian region of their choice.  A wide range of sources of information are analysed in order to understand how the region caters for different tourist profiles.  Cultural perspectives should be taken into account when presenting information to peers in a virtual tour/multi-media presentation. |  | 1 | 1, 3 | 1, 3 | Multi-media presentation  Up to 1000 words or equivalent (e.g. an oral presentation of up to 6 minutes) |
| **Assessment Type 2: Sources Analysis**  **Weighting**  **20%** | **Ecotourism**  Students research a natural tourist attraction of their choice and, using a wide range of sources, answer five questions developed by the teacher.  Responses should incorporate information obtained from:   * written material * internet sites * media * quotations * cartoons * graphical information * statistical data.   A variety of perspectives including the student’s own should be evident. | 2 | 1, 2 |  |  | Written response of up to 1000 words  Variety of sources to be used and analysed |
| **Assessment Type 3: Practical Activity**  **Weighting 30%** | **Transport**  Students work collaboratively in groups of 2 or 3 to obtain information from a variety of primary and secondary sources including guest speakers and excursions.  Key findings are presented in a five minute presentation in which each member of the groups contributes at least 2 minutes. Knowledge and understanding of tourism concepts should be demonstrated.  Students individually present evidence of information they gathered and their preparation of the presentation. | 1 |  | 1, 3 | 2, 3 | Group presentation  Up to 1000 words or for individual evidence |
| **Assessment Type 4: Investigation**  **Weighting 30%** | **Current issues in Tourism**  Students choose an emerging trend, development or contemporary issue in Tourism that relates to a topic of their choice.  Investigation, analysis and interpretation of a variety of primary and secondary sources is central to this assessment piece and knowledge and understanding of tourism concepts should be demonstrated. Visual and graphical evidence is required.  Students will have the opportunity to develop skills and learn the correct procedures for investigating, analysing and interpreting relevant tourism information. | 2 | 1, 2 | 2, 3 | 2, 4 | Up to 1000 words in written or multimedia form response |

***Four or five assessments.*** *Please refer to the Tourism subject outline. Exemplified with the kind permission of Nichole Tiller, Tyndale Christian College*