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**  Exploring tourism in the local area/Understanding the Tourism industry/Working in the Tourism industry  **Weighting 25 %** | Students visit a small tourist area or area that incorporates tourist activities (e.g. North Terrace, Adelaide or surrounding Warland Reserve, Victor Harbor) as the focus of their case study.  Students use site visits and secondary sources to investigate the following;   * Sectors present in their area * Tourism related employment in their area & their relationship to the sectors * Factors influencing the nature of tourism in their area (e.g. Government regulations –land use zoning, parking regulations, cultural and community interests, foot traffic, clustering …)   Useful teacher/student support resources  <http://location.sa.gov.au/viewer/> is an excellent starting point for this task.  <https://www.lgprofessionalssa.org.au/resources/events/FINAL%20REPORT%2009122015_V2%20FINAL%20FINAL.pdf>  <http://www.musicsa.com.au/wp-content/uploads/2016/02/Best-Practice-Guide-Regulatory-Framework_2016.pdf>  A range of primary data collection methods **could** be used as part of this task;   * Observations - <http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/research/student_research/2_collect/collect_03.htm> * Traffic/pedestrian/signage counts * Photographic * Interviews |  | 1,2 | 2,3 | 1,2,3 | Length: 1000 words if written, 6 minutes if oral or the equivalent in multimodal form.  Digital or physical maps and brainstorms showing data such as the distribution of industry sectors, land use zones, parking regulations, employment, cultural and community interests should be used to present findings.  Use of evidence from primary and secondary sources should be evident in student work.  Students must present either their Investigation, Case Study or their Practical as an oral presentation. |
| **Assessment Type 2: Sources Analysis**  Examining Local Impacts of Tourism/ Understanding tourism Industry /Creating Sustainable Tourism  **Weighting 25%** | Students respond to a set of 'short and extended answer questions' using a broadsheet of written and visual sources (e.g. 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). | 1 | 1 |  |  | Length:  1 double lesson including a 10 minute reading time. |
| **Assessment Type 3: Practical Activity**  Preparing for International Travel/Identifying Visitors and Hosts  **Weighting 25%** | Students conduct an interview with an adult that explores the following details;   * International destinations they have previously visited * International destinations they would like to visit * Push and pull factors/motivations influencing their travel patterns such as the influence of external events (e.g. political, scientific, artistic, newsworthy etc.) * Types of activities/accommodation/transport they prefer while travelling * Their expectations for an international holiday (e.g. engagement with local cultures, access to familiar food/language/facilities * Their needs and wants for an international holiday   Students use information from their interview to;   * Classify their interviewee according to their tourist type (e.g. using Plog's model of tourist types) * Recommend and justify a range of activities, attractions, accommodation and transport options for their interviewee based on their classification of tourist types.   Students will obtain feedback from their interviewee regarding their recommendations. | 2 |  | 1,2,3 | 1 | Length: 1000 words if written, 6 minutes if oral or the equivalent in multimodal form.  Use of evidence from the interview must be present in the student's work either through quotes, feedback or paraphrased.  Students must present either their Investigation, Case Study or their Practical as an oral presentation. |
| **Assessment Type 4: Investigation**  Examining Local Impacts of Tourism/Creating Sustainable Tourism  **Weighting 25%** | In negotiation with the teacher, students identify a tourism trend, development or contemporary issue in their local area/tourism region for investigation. Students will consider at least one aspect of sustainability in their investigation (economic, social, cultural and/or environmental).  Students will identify, interpret and analyse primary and secondary sources of information that present different perspectives that relate to their chosen trend, development or issue. Students presentations should include the following;   * Introductory Statement outlining the tourism trend, development or contemporary issue * Summary of the investigative process undertaken * Analysis and synthesis of primary and secondary sources of information * Conclusions and recommendations   Bibliography and In-text referencing | 2 | 1,2 | 1,2,3 | 1,2,3,4 | Length: 1000 words if written, 6 minutes if oral or the equivalent in multimodal form.  Individual Investigation using a minimum of 2 primary sources and relevant secondary sources.  Visual and graphical evidence must be incorporated (e.g. maps, graphs, tables, photographs, drawings and/or diagrams)  Bibliography and in-text referencing must be used.  Students must present either their Investigation, Case Study or their Practical as an oral presentation. |

***Four or five assessments.*** *Please refer to the Tourism subject outline.*