# Pre-approved Learning and Assessment Plan

Stage 2 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) |
|  |  |  |  | **2** | **T** | **O** | **S** | **20** |  |

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 |  |

# Assessment overview

Stage 2 Tourism – 20 credits

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 1:Folio – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | AE | IA | C |
| Operations and Structures of the Tourism Industry  Students will complete a structured response to a set of tourism-related data and articles. The task will focus on the structure of the industry, the interdependence of industry sectors, and the role of stakeholders such as external agencies, government and industry bodies. This will include a consideration of the definition of tourism, types of tourism and how tourism has changed over time. | 1,2 | 1 |  |  | Set short and extended answer questions and stimulus materials (tourism-related) common to whole class.  Individual work.  Time allowed – 50 minutes Supervised Conditions. |
| Planning for and Managing Sustainable Tourism  Students respond to the statement ‘Tourism can either cook your food or burn your house down’. They critically analyse and evaluate the extent to which factors such as multiplier and leakage effects, seasonal fluctuations and infrastructure development can contribute to sustainability. | 2 | 1,2,4 |  | 1,4 | Essay or report format. Secondary source based – sources selected by students. Individual work. Appropriate acknowledgement of sources.  Word Length: 1000 words. |
| Planning for and Managing Sustainable Tourism  Students choose a natural environment tourist destination. Students present the case for and against tourism development of the site considering factors such as management issues for the site and cost-benefit analysis of tourism at the site. | 2 | 1,3,4 |  | 1,2 | Oral Presentation format. Secondary source based with an option of incorporating results from a site visit – sources selected by students.  Individual work.  Appropriate acknowledgement of sources.  Time allowed – 6 minutes. |

Assessment Type 2: Practical Activity – weighting 25%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | AE | IA | C |
| Operations and Structures of the Tourism Industry/The Economics of Tourism  Students conduct primary research such as observations collected via participating in a tourism activity, interviews or surveys to prepare a report on the interdependence of employment in the tourism industry, the impact of economic factors such as seasonality and cultural diversity, the range and extent of employment available in the industry and factors such as the sustainable management of employment. Students should use at least two forms of primary data collection methods. | 1 |  | 1,2 | 1,3,4 | Essay or report format. Secondary source based – sources selected by students. Individual work. Appropriate acknowledgement of sources**.**  Word Length: 1000 words. |
| Travellers’ Perceptions and the Interaction of Host Community and Visitor/Management of Local Area Tourism  Students work collaboratively to investigate the tourism industry in a local area (eg Port Adelaide, Glenelg or CBD). Primary data methodologies will include site visits (observations), results from a guest speaker and a whole class survey. Data collection will address the characteristics of tourism in the local area, management issues specific to the site and external and internal influences on tourism. They will consider the way the characteristics of the site influence host community and traveller perceptions of the site. | 1,2 |  | 2,4 | 2,3 | Essay or report format. Primary source based – sources collected during a class excursion in whole class and group contexts.  Appropriate acknowledgement of sources.  Reports/essays are individual.  Word Length: 1000 words. |

Assessment Type 3: Investigation – weighting 25%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | AE | IA | C |
| Investigation  Students, in negotiation with the teacher, identify a trend, development, or contemporary issue in tourism for investigation. Students must identify, select, analyse and evaluate primary and secondary sources of information about their trend, development or contemporary issue. Relevant visual and graphical evidence is to be included. Sequencing of presentation will follow the recommended sequence in the subject outline. | 1 | 1,4 | 1,2,3 | 1,2,3,4 | Report format. Range of primary and secondary sources. Reports/essays are individual.  Appropriate acknowledgement of sources.  Word Length: 1500 words or 10 minutes for an oral presentation or equivalent if multimodal. |

Assessment Type 4: External Assessment – weighting 30%

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| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| *Examination (External Component)* | *The examination 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.*  *2-hour written examination (plus 10 minutes reading time).*  *Set by the SACE Board undertaken in supervised conditions.* |

*Six to eight assessments. Please refer to the Stage 2 Tourism subject outline.*