# 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 |
| Theme: Operations and Structures of the Tourism Industry  Topics: Applications of Technology & Marketing Tourism  Students evaluate two Ecotourism websites offering the same activities. The focus of the presentation is on the effective use of technology and marketing concepts. Students prepare a reflective evaluation and if working collaboratively discuss his/her own contribution to the group presentation. | 1,2 | 3,4 |  | 3 | 5 minute individual or small group oral or multimodal presentation.  Individual reflective evaluation to a maximum of 250 words.  Allocation - 3 weeks. |
| Themes: Travellers’ Perceptions and the Interaction of Host Community and Visitor & Planning for and Managing Sustainable Tourism  Topic: Responsible Travel  Students will investigate ‘Volunteer Tourism’ as a growing trend and to understand the importance of travelling responsibly by comparing volunteer projects in different parts of the world. Students will present an analysis and evaluation of two specific volunteer projects, and in doing so consider different perspectives and also the validity, bias and accuracy of sources of information. | 1,2 | 1,2,4 |  | 4 | Comparative Study  1000 word written report or 6 minutes oral or equivalent multimodal presentation.  Allocation - 3 weeks. |
| Themes:Operations and Structures of the Tourism Industry, Travellers’ Perceptions and the Interaction of Host Community and Visitor and Planning for and Managing Sustainable Tourism  Students will complete a structured response to a series of questions based on specific tourism-related secondary sources including graphs, tables and articles relating to the three themes. | 1,2 | 1,4 |  | 1,2 | Supervised Structured Assessment.  Test conditions.  2 hours plus 10 minutes reading time. |

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 |
| Theme: Operations and Structures of the Tourism Industry  Topic: The Role of Governments and Organisations in Tourism  Students will conduct primary research and collect source material from the AFTA/Sunday Mail Travel Expo. Students will use this source material to present a written or oral report or multimodal presentation to demonstrate their understanding of the structure and interdependence of sectors of the tourism industry, promotional strategies employed and target markets. The report should incorporate a variety of graphical and visual representations of student’s findings. | 1,2 |  | 1,2,4 | 1,2,3,4 | 1000 word written report /6 minute oral report, or the equivalent in multimodal form.  Allocation- 3 weeks. |
| Themes: Travellers’ Perceptions and the Interaction of Host Community and Visitor  Topic: Economics of Tourism  This is an opportunity for students to apply their knowledge of economic dimensions of tourism such as multiplier and leakage effects, seasonality and the Tourism Product to a local tourist precinct. Students will investigate the tourism industry in a local context (e.g. Victor Harbor) and will visit the precinct to observe and record the built and natural attractions, range of facilities and degree of accessibility. Using primary material gathered and supporting secondary source students present a written or oral report or multimodal presentation outlining how successful the precinct is in meeting the needs of tourists. Students have an option of working collaboratively to present evidence of learning. | 1,2 |  | 2,4 | 2,3 | 1000 word written report/6 minute oral report, or the equivalent in multimodal form.  If students choose to undertake the task collaboratively, conditions regarding individual and collective judgments are to be established and clearly communicated before commencement.  Time allocation 3 weeks. |

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 |
| Negotiated tourism trend, development and/or issue  In negotiation with the teacher, students will identify a tourism trend, development or contemporary issue in tourism for investigation. Students will identify, select, analyse and evaluate primary and secondary sources of information about their chosen trend, development or issue, and make recommendations based on the findings. | 1,2 | 1,2,3,4 | 1,2,3,4 | 1,2,3,4 | Written report based on secondary and primary sources. Maximum 1500 words for a written report or a maximum of 10 minutes for an oral presentation, or the equivalent in multi-modal form.  Conducted over 6 weeks. |

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.*