

**EDUCATIONAL QUALITY AND  
ASSESSMENT PROGRAMME  
[EQAP]**



Pacific  
Community  

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Communauté  
du Pacifique

**SOUTH PACIFIC FORM SEVEN  
CERTIFICATE [SPFSC]**

**TOURISM AND HOSPITALITY  
SYLLABUS**

# GENERAL INFORMATION

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# SOUTH PACIFIC FORM SEVEN CERTIFICATE

## TOURISM AND HOSPITALITY

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1. Preamble .....	3
2. Aims.....	3
3. General objectives .....	3
4. Pre-requisite .....	3
5. Content Components.....	4
6. Unpacking Learning Outcomes.....	5
7. Learning Outcomes .....	6
<b>STRAND 1: An introduction to the tourism and hospitality industry.....</b>	<b>6</b>
Sub Strand 1.1: Features of Tourism and Hospitality .....	6
Sub Strand 1.2: One Industry concept .....	7
Sub Strand 1.3: Five sectors of the tourism and hospitality industry.....	7
Sub Strand 1.4: Job opportunities in the Tourism and Hospitality industry .....	8
<b>STRAND 2: The development of tourism and hospitality.....</b>	<b>10</b>
Sub Strand 2.1: History and developments of tourism in the Pacific.....	10
Sub Strand 2.2: Flow of tourists into and within the Pacific.....	11
Sub Strand 2.3: Laws and regulations that affect tourism and hospitality .....	12
<b>STRAND 3: Working in the tourism and hospitality industry .....</b>	<b>16</b>
Sub Strand 3.1: Skills and attitudes.....	16
Sub Strand 3.2: Basic accounting principles .....	17
<b>STRAND 4: Culture and opportunities in the Tourism and Hospitality industry .....</b>	<b>19</b>
Sub Strand 4.1: Culture and local tradition .....	19
Sub Strand 4.2: Job opportunities in the Tourism and Hospitality industry .....	20
Sub-strand 4.3: Business Pan.....	21
8. ASSESSMENT .....	23
<b>8.1 Assessment Blueprint.....</b>	<b>23</b>
<b>8.2 External Assessment .....</b>	<b>23</b>
<b>8.3 Internal Assessment .....</b>	<b>24</b>
8.3.1 IA Task 1: Demonstrating Role Understanding (20%) .....	24
8.3.2 Task 1 Scoring Rubrics .....	25
8.3.3 IA Task 2: Creating a Business Plan (15%).....	27
8.3.4 IA Task 2 Scoring Rubric - Creating a Business Plan.....	28
8.3.5 IA Program Proposal Template .....	29
8.3.6 Internal Assessment Summary Form.....	32
9 Appendices.....	33
Appendix 1: Skills and Attitudes of Staff in the Hospitality Industry.....	33
Appendix 2: Glossary.....	34
Appendix 3: Suggested Resources .....	37

## 1. Preamble

This syllabus provides the specifications for the teaching and assessment for the South Pacific Form Seven Certificate Tourism and Hospitality Examination.

The course is designed for students who may undertake further studies in a tertiary institution as well as for those students who will complete their formal education at the end of Form 7 and may wish to work in the tourism and hospitality industry.

The course has been designed as a one year course but it could also be spread over two years with students completing the internal assessment components over the two years and entering the external examination at the end of the second year.

## 2. Aims

Students should be able to:

- (i) Appreciate the importance of tourism and hospitality as a personal career opportunity, thus enhancing their community's well being.
- (ii) Acquire an understanding and awareness of the significance of the tourism and hospitality industry in the region.

## 3. General objectives

Students should be able to:

- Develop an understanding of tourism and hospitality at an international, regional, national and local level
- Demonstrate skills and attitudes suitable for people involved in the tourism and hospitality industry
- Demonstrate an understanding of the importance of the role of culture in the tourism and hospitality industry
- Share knowledge with others to create opportunities in the tourism and hospitality industry.

### **Note:**

It is highly recommended that students be exposed to a chosen tourism or hospitality business in order to gain a greater awareness of the industry. This could be by visits to, or work experience in, a hotel, restaurant, airline or national tourism office, inbound tour operator etc. Such visits or work experience will encourage a greater understanding and appreciation of the importance of tourism and hospitality in the region and will assist the students with their learning and also with the internal and external assessments.

## 4. Pre-requisite

Students are expected to have completed the national Year 12 or Form 6 Economics and or Geography course or its equivalent

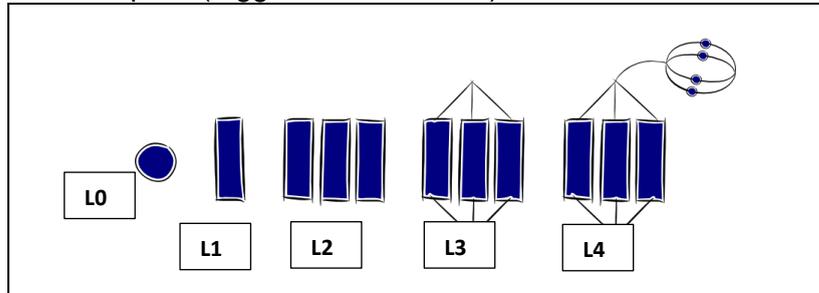
## 5. Content Components

<b>Strand</b>	<b>Strand Title</b>	<b>Sub strand</b>	<b>Sub strand title</b>
1	Introduction to the tourism and hospitality industry	1.1	Features of Tourism and Hospitality
		1.2	One Industry concept
		1.3	Five sectors of the tourism and hospitality industry
		1.4	Job opportunities in the Tourism and Hospitality industry
2	The development of tourism and hospitality	2.1	History and developments of tourism in the Pacific
		2.2	Flows of tourist into and within the Pacific
		2.3	Laws and regulations that affect tourism and hospitality
3	Working in the tourism and hospitality industry	3.1	Skills and attitudes
		3.2	Basic accounting principles
4	Culture and opportunities in the Tourism and Hospitality industry	4.1	Culture and local tradition
		4.2	Job opportunities in the Tourism and Hospitality industry
		4.3	Business Plan

## 6. Unpacking Learning Outcomes

In this syllabus, Learning Outcomes are organised in three levels of generality: Major Learning Outcomes (MLOs) are Stated at the strand level, Key Learning Outcomes (KLOs) are Stated at the sub-strand level, and Specific Learning Outcomes (SLOs) are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy<sup>1</sup>.

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



At the prestructural level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the unistructural level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited.

The jump to the multistructural level is quantitative. At the multistructural level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the relational level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the extended abstract level (L4), the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [<http://pamhook.com/solo-taxonomy/>]

The progression from Level 1 to Level 4 is exemplified in the progression from Define→Describe→Explain→Discuss with each succeeding level indicating a higher level of understanding, as follows:

Define – to State a basic definition of a concept [Unistructural or L1]  
Describe – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]  
Explain – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to how or why something occurs. [Relational or L3]  
Discuss – this means linking tourism and hospitality ideas (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying.

<sup>11</sup>Structure of Observed Learning Outcomes by Biggs and Collis (1982)

## 7. Learning Outcomes

### STRAND 1: An introduction to the tourism and hospitality industry

#### **Major Learning Outcome 1:**

Students are able to demonstrate an understanding of the basic structure of the tourism and hospitality industry and of the terms commonly used in the industry.

#### **Sub Strand 1.1: Features of Tourism and Hospitality**

**Key Learning Outcome:** Students are able to demonstrate an understanding of the features of tourism and hospitality

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Define tourism	1	Toh1.1.1.1
2.	Define hospitality	1	Toh1.1.1.2
3.	Identify features of tourism and hospitality	1	Toh1.1.1.3
4.	Give an example of a tourism concept	1	Toh1.1.1.4
5.	Define guest	1	Toh1.1.1.5
6.	Define tourism product	1	Toh1.1.1.6
7.	Define inbound tourism	1	Toh1.1.1.7
8.	Define outbound tourism	1	Toh1.1.1.8
9.	Define generating region	1	Toh1.1.1.9
10.	Define destination region	1	Toh1.1.1.10
11.	Define excursionist	1	Toh1.1.1.11
12.	Define leisure	1	Toh1.1.1.12
13.	Give examples of commonly used terms in Tourism and Hospitality industry	1	Toh1.1.1.13
14.	Give examples of natural attractions	1	Toh1.1.1.14
15.	Give examples of tourism products	1	Toh1.1.1.15
16.	Give an example of a tourist generating region or country	1	Toh1.1.1.16
17.	Give an example of a cruise destination in the South Pacific	1	Toh1.1.1.17
18.	Define international tourist	1	Toh1.1.1.18
19.	Define domestic tourist	1	Toh1.1.1.19
20.	List the features of tourism and hospitality	1	Toh1.1.1.20
21.	Describe the features of tourism and hospitality [temporary visit, service characteristics – intangible, perishable, inseparable, variable]	2	Toh1.1.2.1
22.	Give examples of terms/concepts commonly used in the tourism industry	1	Toh1.1.2.21
23.	Explain the features of tourism and hospitality	3	Toh1.1.3.1
24.	Discuss how a number of features of tourism and hospitality work together to make the T&H industry the success that it is, using specific examples	4	Toh1.1.4.1
25.	Define tourism receipts	1	Toh1.1.1.22
26.	Define tourist arrivals	1	Toh1.1.1.23

27.	Describe 'tourist arrival' features in countries and regions around the world	2	Toh1.1.2.3
28.	Describe 'tourism receipt' features in countries or regions around the world	2	Toh1.1.2.4
29.	Describe 'consumer travel trends' in countries or regions around the world	2	Toh1.1.2.5
30.	Describe the 'main purpose of travel' for international visitors	2	Toh1.1.2.6
31.	Describe the 'main mode of transportation' for international visitors	2	Toh1.1.2.7
32.	Explain trends in tourist arrivals for countries or regions around the world	3	Toh1.1.3.2
33.	Explain trends in tourism receipts for countries or regions around the world	3	Toh1.1.3.3
34.	Evaluate tourism trends in countries and regions around the world	4	Toh1.1.4.2
35.	Discuss the importance of meeting the needs of travellers and providing quality products and services	4	Toh1.1.4.3

### Sub Strand 1.2: One Industry concept

**Key Learning Outcome:** Students are able to demonstrate an understanding of the features and importance of the One Industry Concept

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO code
1	Define the ONE INDUSTRY concept	1	Toh1.2.1.1
2	Describe the features of a ONE INDUSTRY concept	2	Toh1.2.2.1
3	Explain the importance of the ONE INDUSTRY concept	3	Toh1.2.3.1
4	Explain how a tourist evaluation of a holiday experience exemplifies the ONE INDUSTRY concept	3	Toh1.2.3.2
5	Explain the implication of the one industry concept on everyone involved with tourism and hospitality	3	Toh1.2.3.3
6	Discuss the implications of the one industry concept on everyone involved with tourism and hospitality	4	Toh1.2.4.1

### Sub Strand 1.3: Five sectors of the tourism and hospitality industry

**Key Learning Outcome:** Students are able to demonstrate an understanding of the importance of the five sectors of tourism and hospitality and the relationships between these sectors for the success of the industry

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Name a sector of the tourism and hospitality industry (accommodation, transport, leisure, catering and retail)	1	Toh1.3.1.1
2.	List the five sectors of the tourism and hospitality industry	2	Toh1.3.2.1
3.	Identify a sector or an example within a given situation or scenario	1	Toh1.3.1.2
4.	Given an example of the accommodation/transport/leisure/ catering/retail sector	1	Toh1.3.1.3
5.	State the purpose of the accommodation sector	1	Toh1.3.1.4

6.	List the job opportunities available in the accommodation sector	2	Toh1.3.2.2
7.	Describe the job opportunities available in the accommodation sector	2	Toh1.3.2.3
8.	Explain the impact of the accommodation sector on the tourism and hospitality industry	3	Toh1.3.3.1
9.	Explain how the accommodation sector fulfil their role in the tourism and hospitality industry	3	Toh1.3.3.2
10.	State the purpose of the transport sector	1	Toh1.3.1.5
11.	List the job opportunities available in the transport sector	2	Toh1.3.2.4
12.	Describe the job opportunities available in the transport sector	2	Toh1.3.2.5
13.	Explain the impact of the transport sector on the tourism and hospitality industry	3	Toh1.3.3.3
14.	Explain how the transport sector fulfil their role in the tourism and hospitality industry	3	Toh1.3.3.4
15.	State the purpose of the leisure sector	1	Toh1.3.1.6
16.	List the job opportunities available in the leisure sector	2	Toh1.3.2.6
17.	Describe the job opportunities available in the leisure sector	2	Toh1.3.2.7
18.	Explain the impact of the leisure sector on the tourism and hospitality industry	3	Toh1.3.3.5
19.	Explain how the leisure sector fulfil their role in the tourism and hospitality industry	3	Toh1.3.3.6
20.	State the purpose of the catering sector	1	Toh1.3.1.7
21.	List the job opportunities available in the catering sector	2	Toh1.3.2.8
22.	Describe the job opportunities available in the catering sector	2	Toh1.3.2.9
23.	Explain the impact of the catering sector on the tourism and hospitality industry	3	Toh1.3.3.7
24.	Explain how the catering sector fulfil their role in the tourism and hospitality industry	3	Toh1.3.3.8
25.	State the purpose of the retail sector	1	Toh1.3.1.8
26.	List the job opportunities available in the retail sector	2	Toh1.3.2.10
27.	Describe the job opportunities available in the retail sector	2	Toh1.3.2.11
28.	Explain the impact of the retail sector on the tourism and hospitality industry	3	Toh1.3.3.9
29.	Explain how the retail sector fulfil their role in the tourism and hospitality industry	3	Toh1.3.3.10
30.	Explain how the five sectors relate to each other and work together to make the T&H industry the success that it is, using specific examples	3	Toh1.3.3.11
31.	Discuss how the five sectors relate to each other and work together to make the T&H industry the success that it is, using specific examples	4	Toh1.3.4.1

### Sub Strand 1.4: Job opportunities in the Tourism and Hospitality industry

**Key Learning Outcome:** Students are able to demonstrate an understanding of employment opportunities in the tourism and hospitality industry

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO code
1.	Identify a job opportunity in the accommodation sector	1	Toh1.4.1.1

2.	Describe the features of job opportunities in the accommodation sector	2	Toh1.4.2.1
3.	Identify a job opportunity in the transport sector	1	Toh1.4.1.2
4.	Describe the features of job opportunities in the transport sector	2	Toh1.4.2.2
5.	Identify a job opportunity in the leisure sector	1	Toh1.4.1.3
6.	Describe the features of job opportunities in the leisure sector	2	Toh1.4.2.3
7.	Identify a job opportunity in the catering sector	1	Toh1.4.1.4
8.	Describe the features of job opportunities in the catering sector	2	Toh1.4.2.4
9.	Identify a job opportunity in the retail sector	1	Toh1.4.1.5
10.	Describe the features of job opportunities in the retail sector	2	Toh1.4.2.5
11.	Explain the need for one sector to interact with one or more other sectors of the tourism industry	3	Toh1.4.3.1
12.	Explain the importance of job opportunities in these five major sectors of the tourism and hospitality industry for the people within the local community	3	Toh1.4.3.2
13.	Explain how jobs in the five sectors of the tourism and hospitality industry relate to each other	3	Toh1.4.3.3
14.	Discuss with examples, the critical importance of the working together of these sectors to the success of the tourism and hospitality industry,	4	Toh1.4.4.1
15.	Evaluate the importance of the different sectors and Discuss whether one sector is more important than the others	4	Toh1.4.4.2

### ***Explanatory Notes for Strand 1***

**Tourism:** There are many definitions of tourism. One is tourism involves the movement of people to and their stay in various destinations and the products and services that are used to provide for the tourists' needs

**Hospitality:** The reception and entertainment of guests, visitors or strangers with liberality and good will. Hospitality includes both hotel and restaurants.

**Tourism terms:** Examples of terms commonly used in the tourism industry including; tourist, traveller, guest, tourism product, inbound tourism, outbound tourism, domestic tourism, international tourism, host region, generating market, market segment, eco-tourism, free independent traveller (FIT) group tours backpacker, see appendix 6 for other commonly used terms that students are expected to be familiar with.

**One Industry concept:** The idea that the total tourist experience is made of many components but is seen as a whole, (Collier Alan, 1991). Tourist talk of a "great holiday" rather than discussing each small component that went to make the whole one good or bad situation affects the whole tourist experience.

**The five major sectors of the tourism and hospitality industry are:** accommodation, transport, leisure, catering and retail.

**Job opportunities** should include entry to the industry as well as higher levels

## STRAND 2: The development of tourism and hospitality

### **Major Learning Outcome 2:**

Students are able to demonstrate an understanding of the development of the tourism and hospitality industry at the regional, national and local level and locations of various tourist destinations

### **Sub Strand 2.1: History and developments of tourism in the Pacific**

**Key Learning Outcome:** Students are able to demonstrate an understanding of the growth of the tourism and hospitality industry at the regional and national levels

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	State the important dates in the history and development of tourism in the region and country	1	Toh2.1.1.1
2.	Locate - major Pacific Rim market segments and their main international airports: Australia (Sydney SYD, Brisbane BNE), New Zealand (Auckland AKL), Japan (Tokyo TYO), China (Beijing BJS) United States of America (Los Angeles LAX, Honolulu HNL)	1	Toh2.1.1.2
3.	Name - major Pacific Rim market segments and their main international airports: Australia (Sydney SYD, Brisbane BNE), New Zealand (Auckland AKL), Japan (Tokyo TYO), China (Beijing BJS) United States of America (Los Angeles LAX, Honolulu HNL)	1	Toh2.1.1.3
4.	Locate - Countries: Cook Islands, Fiji, Kiribati, Nauru, New Caledonia, Niue, Papua New Guinea, Samoa, Solomon Islands, Tahiti, Tokelau, Tonga, Tuvalu, Vanuatu	1	Toh2.1.1.4
5.	Name - Countries: Cook Islands, Fiji, Kiribati, Nauru, New Caledonia, Niue, Papua New Guinea, Samoa, Solomon Islands, Tahiti, Tokelau, Tonga, Tuvalu, Vanuatu	1	Toh2.1.1.5
6.	Locate - cities/major towns: Avarua, Suva, Nadi, Tarawa, Noumea, Port Moresby, Apia, Honiara, Papeete, Nuku'alofa, Funafuti, Port Vila, Tokelau, Tonga, Tuvalu, Vanuatu	1	Toh2.1.1.6
7.	Name - cities/major towns: Avarua, Suva, Nadi, Tarawa, Noumea, Port Moresby, Apia, Honiara, Papeete, Nuku'alofa, Funafuti, Port Vila, Tokelau, Tonga, Tuvalu, Vanuatu	1	Toh2.1.1.7
8.	Locate - international airports and their 3 letter IATA codes: Avarua, Rarotonga (RAR), Nadi (NAN), Suva (SUV), Tarawa (TRW), Noumea (NOU), Port Moresby (POM), Faleolo, Samoa (APW), Henderson, Honiara (HIR), Fua'amotu, Tonga (TBU), Port Vila (VLI)	1	Toh2.1.1.8
9.	Name - international airports and their 3 letter IATA codes: Avarua, Rarotonga (RAR), Nadi (NAN), Suva (SUV), Tarawa (TRW), Noumea (NOU), Port Moresby (POM), Faleolo, Samoa (APW), Henderson, Honiara (HIR), Fua'amotu, Tonga (TBU), Port Vila (VLI)	1	Toh2.1.1.9
10.	Locate on the map of the student's country, the main cities and towns	1	Toh2.1.1.10
11.	Name on the map of the student's country, the main cities and towns	1	Toh2.1.1.11
12.	Locate on the map of the student's country, the main airports and ports	1	Toh2.1.1.12
13.	Name on the map of the student's country, the main airports and sea ports	1	Toh2.1.1.13

14.	Locate and Name on the map of the student's country, the scheduled transport services available	1	Toh2.1.1.14
15.	Locate on the map of the student's country, the main roads	1	Toh2.1.1.15
16.	Locate and Name on the map of the student's country, the ports of call of international cruise ships	1	Toh2.1.1.16
17.	Locate and Name on the map of the student's country, the tourist attractions and activities, including ports of call of international cruise ships	1	Toh2.1.1.17
18.	Outline the history and development of tourism in the students 'country	2	Toh2.1.2.1
19.	Explain the importance of international airlines in the region and the student's own country. Major airlines may include but are not limited to: Samoan Air, Air Vanuatu, Aircalin, Air New Zealand, Qantas, Korean Air, Japan Airlines, Air Nauru, Fiji Airways.	3	Toh2.1.3.1.
20.	Explain the importance of international cruise ships - Locations may include but are not limited to: Christmas Island, Fanning Island (Kiribati), Champagne Beach (Vanuatu), Vava'u (Tonga), Yasawa Islands (Fiji)	3	Toh2.1.3.2
21.	Discuss the trends in the development of tourism and hospitality in the Pacific,	4	Toh2.1.4.1
22.	Discuss with examples the factors that have influenced the development of tourism and hospitality in the South Pacific	4	Toh2.1.4.2
23.	Discuss with examples the contribution of tourism towards national development.	4	Toh2.1.4.3

## Sub Strand 2.2: Flow of tourists into and within the Pacific

**Key Learning Outcome:** Students are able to demonstrate an understanding of the trends of the flow of tourists into and within the Pacific region

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Identify the country that contributes to the largest number of tourists for your country or for the Pacific region	1	Toh2.2.1.1
2.	Describe the features or patterns of flow of tourists into the Pacific region	2	Toh2.2.2.1
3.	Describe trends or patterns in tourist arrival numbers	2	Toh2.2.2.2
4.	Describe trends or patterns in average daily expenditure of tourists	2	Toh2.2.2.3
5.	Describe trends or patterns in lengths of stay of tourists in Pacific destinations	2	Toh2.2.2.4
6.	Describe trends or patterns in purposes of visits by tourists	2	Toh2.2.2.5
7.	Describe trends or patterns in tourist market segments	2	Toh2.2.2.6
8.	List the categories of tourists who travel to and within the Pacific countries and the student's country, in particular	2	Toh2.2.2.7
9.	Describe tourist attractions and/or activities that operate in the region	2	Toh2.2.2.8
10.	Describe tourist attractions and/or activities that operate within the student's own country	2	Toh2.2.2.9

11.	Explain why categories of tourists travel to and within the student's country	3	Toh2.2.3.1
12.	Analyse the flow of tourists into the Pacific region by purpose of visit/main market segments/tourist arrival numbers/average daily expenditure/length of stay/purpose of visit, based on given data tables	3	Toh2.2.3.2
13.	Interpret and Evaluate the patterns in the flow of tourists into the Pacific region by purpose of visit/main market segments/tourist arrival numbers/average daily expenditure/length of stay/purpose of visit	4	Toh2.2.4.1

### Sub Strand 2.3: Laws and regulations that affect tourism and hospitality

**Key Learning Outcome:** Students are able to demonstrate an understanding of the laws and regulations that govern the tourism and hospitality industry to protect businesses, visitors and the community

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Give examples of the costs of tourism in the region and in the student's own country	1	Toh2.3.1.1
2.	Explain the costs (negative effects) of tourism in the region and the student's own country	3	Toh2.3.3.1
3.	Evaluate the costs (negative effects) and benefits (positive effects) of tourism in the region and the student's own country	4	Toh2.3.4.1
4.	Give examples of the benefits of tourism in the region and in the student's own country	1	Toh2.3.1.2
5.	Explain the benefits (positive effects) of tourism in the region and the student's own country	3	Toh2.3.3.2
6.	Explain ways to control/prevent the negative impacts of tourism in the region and the student's own country.	3	Toh2.3.3.3
7.	Name one law or regulation that affects tourism in the region and in the student's own country	1	Toh2.3.1.3
8.	Outline the basic laws and regulations that affect tourism operators	2	Toh2.3.2.1
9.	Outline the basic laws and regulations that affect tourism employees	2	Toh2.3.2.2
10.	Outline the basic laws and regulations that affect tourists	2	Toh2.3.2.3
11.	State the purpose of contract law	1	Toh2.3.1.4
12.	State the purpose of travel documentation	1	Toh2.3.1.5
13.	State the purpose of agriculture and quarantine requirements for tourism	1	Toh2.3.1.6
14.	State the purpose of Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES),	1	Toh2.3.1.7
15.	Explain the importance of the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES),	3	Toh2.3.3.4
16.	State the purpose of employment contracts	1	Toh2.3.1.8
17.	Explain the impacts of the laws and regulations on the tourism and hospitality industry	3	Toh2.3.3.5
18.	Explain the importance of land ownership rights and regulations for the tourism industry	3	Toh2.3.3.6
19.	Discuss the future of tourism in the student's own country and the region, using examples	4	Toh2.3.4.2
20.	Define climate change	1	Toh2.3.1.9
21.	Describe features of climate change	2	Toh2.3.2.4

22.	Explain the impacts of climate change on tourist destinations in the South Pacific	3	Toh2.3.3.7
23.	Discuss with examples approaches your country can use to minimise the impacts of climate change	4	Toh2.3.4.3

### **Explanatory notes for Strand 2:**

**NOTE** that the **maps** used for locating and naming **need not be blank**.

**The region** is the part of the Pacific including: Solomon Islands, Vanuatu, New Caledonia, Nauru, Kiribati, Tuvalu, Fiji, Samoa, Tonga, Tokelau, Cook Islands, Niue and Tahiti

**Pacific Rim:** the countries on the edge of the Pacific Ocean, ie New Zealand, Australia, Japan, China, Korea, Canada and the United States of America, Central and South America

**IATA:** International Air Transport Association - a regulatory body for airlines and air travel worldwide

**International airlines and Cruise Ships** – examples chosen should be relevant to tourism in the region and the student’s own country

### **Examples of some tourist attractions and activities in countries of the region:**

#### **Important tourist destinations:**

- major Pacific Rim market segments and their main international airports: Australia (Sydney SYD, Brisbane BNE), New Zealand (Auckland AKL), Japan (Tokyo TYO), China (Beijing BJS) United States of America (Los Angeles LAX, Honolulu HNL)
- countries: Cook Islands, Fiji, Kiribati, Nauru, New Caledonia, Niue, Papua New Guinea, Samoa, Solomon Islands, Tahiti, Tokelau, Tonga, Tuvalu, Vanuatu
- cities/major towns: Avarua, Suva, Nadi, Tarawa, Noumea, Port Moresby, Apia, Honiara, Papeete, Nuku’alofa, Funafuti, Port Vila
- international airports and their 3 letter IATA codes: Avarua, Rarotonga (RAR), Nadi (NAN), Suva (SUV), Tarawa (TRW), Noumea (NOU), Port Moresby (POM), Faleolo, Samoa (APW), Henderson, Honiara (HIR), Fua’amotu, Tonga (TBU), Port Vila (VLI)

**Fiji:** Garden of the Sleeping Giant, day trip to the Mamanucas, Pacific Harbour Cultural Centre, rafting on the Navua River, cruise on the “Seaspray”, village tour, waterfall tour, Mt Batilamu Trek

**Tonga:** Ha’amonga, Royal Palace, cultural show at Good Samaritan Beach, whale watching, yachting in Vava’u, Heilala Week, Tongan Cultural Centre

**Samoa:** Sale’aula lava fields of Savaii, Falealupo rainforest and canopy, Palolo Deep Marine Reserve, Vailima Robert Louis Stevenson Museum, Piula cave pool, Tousua trench

**Solomon Islands:** National Museum and Cultural Centre, US War Memorial, Japanese War Memorial, Betikama war collection and craft centre, diving in Gizo, Kennedy Island, Skull Island

**Vanuatu:** market, Cascades, Hideaway Island and Marine Sanctuary, Mt Yanur on Tanna, Pentecost Island land diving, dive the President Coolidge, Champagne Beach, Wan Small Bag theatre group

**Kiribati:** Battle of Tarawa war relics, Independence Day Parade, graves of NZ and Australian coast watchers of WW2, tomb of Tem Binoka on Abemama

**Market segment:** the country(ies) that supply most of the tourists for the region. Sometimes called *generating regions*.

**Reasons why people travel** may include business, leisure, conferences, education, visiting friends and relatives

**Basic laws affecting tourism:** may include contract law, travel documentation eg Immigration (passports and visas, departure and arrival cards), travel insurance, agriculture and quarantine regulations (e.g. CITES), workers' employment contracts, land and resource ownership, conservation/eco-tourism. Note: Each country will have its own laws

**Benefits and Costs (Positive and Negative effects) of tourism** could include, but are not limited to the following:

	<b>Benefits (Advantages/Positive Effects)</b>	<b>Costs (Disadvantages/Negative Effects)</b>
<b>Economic</b>	Assists development; Provides over 50% of GDP for some countries in the region; Employment; Foreign currency; Improvements to infrastructure; Indirect benefits e.g. to makers of artifacts, shop keepers, banks; Improved transport to and in the country; Greater awareness by overseas governments therefore more assistance in times of natural disasters	Leakage of wealth back to industrialized countries; Wealth may not be shared fairly among local people; Employment may be seasonal or casual
<b>Environment</b>	Creation of national parks and reserves; Improving landscaping of towns and villages; Conservation of resources e.g. replanting	Destruction of fragile ecosystems eg reefs; Local people lose sole use of resources; Over fishing, cutting of trees etc.
<b>Social and Cultural</b>	Friendships with people of other backgrounds; Reviving of cultural practices; Cross cultural understanding	Adoption of inappropriate codes of behaviour e.g. dress, food; Commercialization of traditional culture
<b>Political</b>	Closer ties between countries; Governments see tourism as a significant money earner	

### ***Future of tourism and hospitality:***

All the countries in the Pacific are very different so teachers will need to choose relevant facts and examples. The following are examples only.

#### **Good signs:**

- tourism is continuing to increase worldwide
- major component of the GDP / economy
- major employer
- natural resources, untouched beaches, rainforest, reefs sea life
- friendly people
- overseas investment in hotels and infrastructure so an interest to maintain economic growth
- foreign exchange earner
- training in new skills and attitudes

#### **Poor signs/challenges/:**

- isolation
- disagreement/misunderstanding over ownership/guardianship of land and resources
- poor standards of care of the environment especially near cities and large towns
- waste, rubbish
- political instability
- racism
- uneven sharing of wealth between regions and people
- crime against persons and property
- many resources e.g. food, furniture and fittings, catering equipment etc., are imported rather than produced locally
- climate change

## STRAND 3: Working in the tourism and hospitality industry

### **Major Learning Outcome 3:**

Students are able to demonstrate an understanding of the importance of skills and attitudes required by people involved in the tourism and hospitality industry.

### **Sub Strand 3.1: Skills and attitudes**

**Key Learning Outcome:** Students are able to demonstrate an understanding of the skills and attitudes required for the tourism and hospitality industry and their importance in the growth of the industry.

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	State an area of work in the tourism and hospitality industry	1	Toh3.1.1.1
2.	Define skill	1	Toh3.1.1.2
3.	Define attitude	1	Toh3.1.1.3
4.	State a skill required by a worker for Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	1	Toh3.1.1.4
5.	Describe the skills required by workers in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	2	Toh3.1.2.1
6.	Describe the attitudes required by workers in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	2	Toh3.1.2.2
7.	Describe the features of roles in Reception/ Housekeeping/Bar and Lounge/Restaurant and Catering	2	Toh3.1.2.3
8.	List the five main features of the communication process in the context of tourism and hospitality industry	2	Toh3.1.2.4
9.	Describe the theoretical model of a communication process	2	Toh3.1.2.5
10.	Explain the theoretical model of communication	3	Toh3.1.3.1
11.	Demonstrate knowledge of the communication process in the context of the tourism and hospitality industry,	4	Toh3.1.4.1
12.	Demonstrate good communication skills in tourism situations, including Meet and Greet	4	Toh3.1.4.2
13.	Demonstrate knowledge of and the ability to use basic communication office equipment including: telephone, email, internet, facsimile machine, cash register and credit card imprinter	4	Toh3.1.4.3
14.	Describe/Outline the importance of teamwork in the tourism industry	2	Toh3.1.2.6
15.	Explain the importance of teamwork in the industry	3	Toh3.1.3.2
16.	Demonstrate teamwork in the industry and explain its importance	4	Toh3.1.4.4
17.	Explain the importance of Health and Safety procedures in the tourism and hospitality industry.	3	Toh3.1.3.3
18.	Explain the importance of having the right skills for the right jobs within the tourism and hospitality industry	3	Toh3.1.3.4
19.	Demonstrate effective selling skills	4	Toh3.1.4.5

20.	Demonstrate problem solving and conflict resolution	4	Toh3.1.4.6
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### Sub Strand 3.2: Basic accounting principles

**Key Learning Outcome:** Students are able to demonstrate understanding of basic accounting principles and how they contribute to the success of the tourism and hospitality industry.

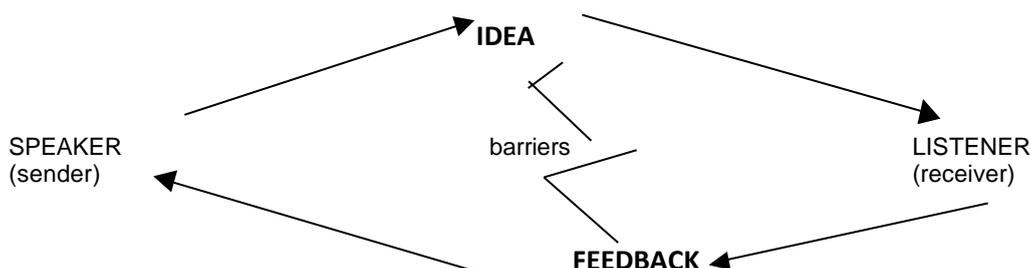
SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Identify a suitable method of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.1
2.	Describe features of methods of payment provided in the tourism and hospitality industry	2	Toh3.2.2.1
3.	Define vouchers as methods of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.2
4.	Define e-tickets	1	Toh3.2.1.3
5.	Define LPO (local purchase orders) as methods of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.4
6.	Describe LPO as a method of payment for services in the tourism and hospitality industry	2	Toh3.2.2.2
7.	Define credit cards as methods of payment for services provided in the tourism and hospitality industry	1	Toh3.2.1.5
8.	Explain the methods of payment for services provided in the tourism and hospitality industry	3	Toh3.2.3.1
9.	Define cash flow	1	Toh3.2.1.6
10.	Describe basic cash flow and budgeting procedures	2	Toh3.2.2.3
11.	Prepare a simple cash flow Statements and cash budgets for twelve months and over a period of three years	3	Toh3.2.3.2
12.	Apply basic cash flow and budgeting procedures	3	Toh3.2.3.3
13.	Define cash budget	1	Toh3.2.1.7
14.	Describe features of cash budget	2	Toh3.2.2.4
15.	Explain the importance of preparing budgets and cash records	3	Toh3.2.3.4
16.	Explain the need to Compare actual results with budgeted figures	3	Toh3.2.3.5
17.	Compare budget and actual revenue and expenditure	3	Toh3.2.3.6
18.	Interpret the cash position of a tourism activity	3	Toh3.2.3.7
19.	Suggest implications from the findings on simple analysis and Interpretation of the cash position	4	Toh3.2.4.1
20.	Analyse cash position of a tourism activity	4	Toh3.2.4.2

### **Explanatory Notes for Strand 3**

**Examples of good communication** may include but are not limited to:

- Speaking (tone, volume, choice of words, pronunciation, pitch)
- Listening (active listening skills, questioning, reading and responding to body language, nodding, facing the speaker, facial expressions, giving full attention)
- Giving feedback (asking mainly open questions to check understanding)  
Writing (clear, precise, to the point, well presented)
- Body language (non-verbal) posture, facial expressions (open, appropriate), well presented

**The theoretical model of the communication process is:**



**Meet and Greet:** is the meeting and greeting of tourists when they arrive e.g. at an hotel, airport, resort, restaurant

See **Appendix 4** for a list of the skills and attitudes of staff in Reception, Housekeeping, Bar and Lounge, Restaurant and Catering in the Hospitality industry.

To **exceed customer expectations:** the standard of the service or product the customer received was higher than they had expected.

**Teamwork:** working/actively participating in a small group, combining skills, knowledge and attitudes to achieve a goal.

**Health and Safety:** is extremely important in the tourism and hospitality industry. This includes the maintenance of personal hygiene and presentation, as well as safety in the physical environment e.g. in a kitchen, storeroom, fishing boat, coach. It may be helpful to include a site assessment of an enterprise e.g. a restaurant, a hotel room, a bathroom, and to include staff personal hygiene, and government laws and regulations.

**Cash Flow statements** to be limited to a:

#### **Statement of Changes in Cash Position (Statement of Receipts and Payments)**

- Cash movements to be shown as cash receipts and cash payments
- the difference to be shown as net increase/decrease for the period, which is added to the opening bank balance to give closing bank balance
- the statement to be prepared from a summary list of transactions

**Cash Budgets** to be limited to a:

Cash Budget Statement for a period of time showing the:

- expected cash receipts and cash payments for the given period
- expected effect on the cash position over the period of time

**Methods of payment for services** including electronic tickets (e tickets) for flight

## STRAND 4: Culture and opportunities in the Tourism and Hospitality industry

### **Major Learning Outcome:**

Students are able to demonstrate an understanding of the importance of culture and job opportunities in the tourism and hospitality industry.

### **Sub Strand 4.1: Culture and local tradition**

**Key Learning Outcome:** Students are able to demonstrate understanding of the relationship between tourism and hospitality industry and culture, including the positive and negative effects of tourism on the local culture.

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Identify local traditions	1	Toh4.1.1.1
2.	Define local tradition	1	Toh4.1.1.2
3.	Give an example of local tradition	1	Toh4.1.1.3
4.	Describe the benefits (positive effects) of tourism on local traditions	2	Toh4.1.2.1
5.	Describe the benefits of tourism on local communities	2	Toh4.1.2.2
6.	Describe, the costs (negative effects) of tourism on local traditions	2	Toh4.1.2.3
7.	Describe the costs of tourism on local communities	2	Toh4.1.2.4
8.	Explain how local traditions affect tourism and vice versa	3	Toh4.1.3.1
9.	Evaluate the benefits (positive effects) of tourism on local traditions and communities	4	Toh4.1.4.1
10.	Evaluate the costs (negative effects) of tourism on local traditions and communities	4	Toh4.1.4.2
11.	Identify a cultural characteristic of a tourist group Note: students to cover at least four cultural characteristics of at least two of the main groups of tourists to the region (e.g. Australians, New Zealanders, Americans, Japanese, Chinese and Germans)	1	Toh4.1.1.4
12.	Define eco-tourism	1	Toh4.1.1.5
13.	Describe the features of eco-tourism	2	Toh4.1.2.5
14.	Explain the benefits of eco-tourism	3	Toh4.1.3.2
15.	Explain how to solve conflicts between tradition and tourism	3	Toh4.1.3.3
16.	Explain the role culture plays in enhancing tourist experiences and expectations	3	Toh4.1.3.4
17.	Discuss the impact of culture and local traditions on tourism	4	Toh4.1.4.3

## Sub Strand 4.2: Job opportunities in the Tourism and Hospitality industry

**Key Learning Outcome:** Students are able to demonstrate understanding of employment opportunities in the tourism and hospitality industry

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO code
1.	Identify an important characteristic that one may need to run a business, within a given context	1	Toh4.2.1.1
2.	State a required characteristic for running a business	1	Toh4.2.1.2
3.	Define entrepreneur	1	Toh4.2.1.3
4.	Describe the characteristics of a successful business person (entrepreneur) in a tourism or hospitality business	2	Toh4.2.2.1
5.	List some Entrepreneurial/Small Business opportunities in the tourism and hospitality industry using local resources/points of interest	2	Toh4.2.2.2
6.	List equipment, plant and materials required to open or run a hospitality industry	2	Toh4.2.2.3
7.	State an employment opportunity in the tourism and hospitality industry	1	Toh4.2.1.4
8.	List factors that contribute to availability of employment opportunities in the tourism and hospitality industry	2	Toh4.2.2.4
9.	Explain how each factor affects employment opportunities in the tourism and hospitality industry	3	Toh4.2.3.1
10.	Describe an example of the use of technology in the tourism sector	2	Toh4.2.2.5
11.	Explain the positive impacts of the use of technology on the tourism and hospitality industry	3	Toh4.2.3.2
12.	Discuss with examples the positive impacts of the use of technology on the tourism and hospitality industry	4	Toh4.2.4.1
13.	Explain the negative impacts of the use of technology on the tourism and hospitality industry	3	Toh4.2.3.3
14.	Discuss with examples the negative impacts of the use of technology on the tourism and hospitality industry	4	Toh4.2.4.2
15.	Explain the impacts of tourism and hospitality industry as an employer on the people in the community	3	Toh4.2.3.4
16.	Evaluate the impact of the tourism and hospitality industry as an employer on the people in the country.	4	Toh4.2.4.3
17.	Evaluate the impact of the tourism and hospitality industry as an employer on the economy in your country.	4	Toh4.2.4.4
18.	Evaluate the impact of the tourism and hospitality industry as an employer on the political situation in your country.	4	Toh4.2.4.5

### Sub-strand 4.3: Business Plan

**Key learning outcome:** Students are able to demonstrate an understanding of how to develop a business plan for setting up a tourism and hospitality business.

SLO No.	Specific Learning Outcomes (SLO)	Skill Level	SLO Code
1.	Identify and write a Mission Statement for a business plan	1	Toh4.3.1.1
2.	State a business goal	1	Toh4.3.1.2
3.	Define mission Statement	1	Toh4.3.1.3
4.	Define business plan	1	Toh4.3.1.4
5.	Describe Entrepreneurial / Small Business opportunities in the tourism and hospitality industry using local resources/points of interest	2	Toh4.3.2.1
6.	Explain the entrepreneurial skills and financial standing of a tourism and hospitality business	3	Toh4.3.3.1
7.	Describe the equipment, plant and materials required to set up a business	2	Toh4.3.2.2
8.	Describe the characteristics of a successful business person (entrepreneur) in a tourism or hospitality business	2	Toh4.3.2.3
9.	Describe the type of business, stage of development, site and location, product and services and the costs.	2	Toh4.3.2.4
10.	Explain suitable training needs for a business worker	3	Toh4.3.3.2
11.	Explain the importance of a business plan	3	Toh4.3.3.3
12.	Create an executive summary of the business plan	4	Toh4.3.4.1
13.	Discuss the problems faced by businesses and provide solutions or recommendations	4	Toh4.3.4.2
14.	Describe a marketing plan for the product or services	2	Toh4.3.2.5
15.	Plan, collect and record information for the development of the product or service	2	Toh4.3.2.6
16.	Describe viable targets for revenue and expenditure	2	Toh4.3.2.7
17.	Describe a viable and sustainable product or service	2	Toh4.3.2.8
18.	Describe how one needs to learn to meet the needs of the tourism sector	2	Toh4.3.2.9
19.	Explain the importance of technology in the tourism sector	3	Toh4.3.3.4
20.	Discuss the importance of tourism to your country and to the region	4	Toh4.3.4.3

### **Explanatory Notes for Strand 4**

**Local traditions** could include but are not limited to: kava ceremony, custom dancing, music, singing, wedding ceremonies, rituals, church services, artefacts, historical sites, legends, architecture, local medicines

**Cultural characteristics** could include but are not limited to: behaviour, expectations, clothing, language, food, eating habits, accent, leisure activities, religion, sports, room amenities required, hygiene requirements (including in the environment), fear of political unrest and crime

**Benefits and costs (positive and negative effects) of tourism on local traditions could include but are not limited to:**

Positive Effects	Negative Effects
Revitalization of traditions and customs Education as traditions are passed on to the younger generation Earning an income from culture and traditions Sustains cultural practices and traditions	Over commercialization of culture and traditions Costs involved Conflict in the community

**Employment opportunities:** jobs available in the industry, opportunities for promotion, and a career path within the different sectors

**Entrepreneur:** the business person who takes the initiative to set up business(es) and takes the risks and challenges that are involved

**Entrepreneurial and Small Business opportunities** may include but are not limited to: village tour, city tour, cultural tour, home-stay, bed and breakfast, barbeque stand, fishing trip, day cruise, whale watching

**A sample Business Plan** may include the following:

**Mission Statement:** the choice of a viable and sustainable tourism product or service and a description of the main rationale behind the business

**Executive Summary:** details the business type, stages of development, site and location products and services, estimated cost, people/owners of the business, and beneficiary-landowners. It may also include the legal side of the business.

**The Business:** a description of the business, e.g. a small resort, sightseeing tour business, village /cultural tour, food stall, handicraft stall.

**Products and Services:** specific description of the main product and services

**Equipment, Material and Plant:** business requirements for equipment, building, secretarial work etc.

**Marketing Plan:** a detailed explanation of how to market the product and services available, strategies involved locally and overseas.

**Business Goals:** an activity chart showing the stages of work to be done covering the first and second year of the business.

**Curriculum Vitae (CV):** to be included showing the experience of the person who is going to run the business-this may be useful for banks or lending institutions for loans.

**Budget/Cash flow Analysis:** to be included showing the viability and targets of the business revenue and expenditure covering twelve months and a budget for a three-year period.

## 8. ASSESSMENT

Assessment in this Tourism and Hospitality course is in two parts - external assessment and internal assessment. The respective weightings are:

1. **External Assessment (EA):60%**
2. **Internal Assessment (IA):40%**

The principal, or his/her nominee, will certify that the syllabus requirements have been fulfilled.

### 8.1 Assessment Blueprint

The assessment blueprint for Tourism and Hospitality is given below. The weighting for each strand and skill level is to be noted as these will be adhered to for assessment.

Strand	Assessment Type	SKILL LEVEL/ SCORE				Weighting (%)
		1	2	3	4	
1	EA					15
2	EA					20
3	EA					10
	IA	2	2	2	2	20
4	EA					15
	IA	1	3	3	1	20
	Total number of EA	17	10	5	2	(60%)
	Total number of IA	3	5	5	3	(40%)
	<b>Total number of items</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>50</b>
	<b>Total skill score</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

### 8.2 External Assessment

This will be a **three-hour** written examination and will be out of 60%.

The written examination will assess students' understanding of the significance of the tourism and hospitality industry in the region.

The external written examination will assess learning outcomes from all four strands in the following proportions:

Strand	Strand Title	Weighting
Strand 1:	An introduction to the tourism and hospitality industry	15%
Strand 2:	The development of tourism and hospitality	20%
Strand 3:	Working in the tourism and hospitality industry (Sub strand 3.2)	10%
Strand 4:	Tourism, Culture and Opportunities (Sub strands 4.1 and 4.2)	15%

### 8.3 Internal Assessment

As part of the course, students are required to complete **TWO** IA activities that are assessed by teachers in schools. These activities will cover Strand 3 (Sub-strand 3.1) and Strand 4 (Sub-strand 4.3)

**The sub-strands that are Internally Assessed will not be included in the Written Examination.**

**There are two Internal Assessment Tasks (Refer to Appendix 1):**

- 1. Demonstrating Role Understanding (20%)**
- 2. Creating a Business Plan (20%)**

**Weighting:** With the 40% weighting of the total skill scores allocation for the internal assessment tasks, teachers have the responsibility of deciding how much time should be spent on each task concerning their teaching programme.

<b>Task</b>	<b>Weighting (Total Internal Assessment 100%)</b>	<b>Suggested % of the teaching programme</b>	<b>Suggested equivalent class time</b>
1. Demonstrating Role Understanding	20%	15	4 weeks
2. Creating a Business Plan	20%	20	6 weeks

#### 8.3.1 IA Task 1: Demonstrating Role Understanding (20%)

**(Learning outcomes assessed in this task are taken from Sub strand 3.1: Skills for working in the Tourism and Hospitality Industry)**

The Tourism and Hospitality Industry is a people's industry. Tourists rate their tourism experience by the standard of service they receive. **Professionalism and superb communication and customer service skills** play a vital role in exceeding the expectations of the customer in a tourism or hospitality operation.

It is highly recommended that students be exposed to a chosen tourism or hospitality business in order to gain a greater awareness of the industry. This could be by visits to, or work experience in, e.g. a hotel, restaurant, airline or national tourism office, inbound tour operator.

Students will demonstrate these skills and attitudes in role-play or work situations.

#### **Task Instructions:**

- For this task, teachers are urged to organise students into small role-play groups or small work attachment groups, if they are able to have work attachments or site visits in chosen tourism and hospitality businesses. Teachers can allocate these role-play groups into the different sectors of the industry, e.g. one group can be part of the housekeeping sector, or restaurant sector, etc.
- Students are to then decide on their roles within the allocated sector, and then work together on the details of the scene that they will play out.

3. Student creativity and originality, based on their good understanding of the roles that they are given, are essential in this task.
4. The role-play must include a conflict situation, and the resolution of the conflict. Communication skills are therefore very important.
5. Students are to put together the 'stage props' for their role play, with the assistance of the teacher.
6. At the beginning of the role-play, each member of the group is to describe in detail what his or her role is in the real hospitality world, and in the role-play and the skills required for the role; and explain as well why it is important to have the right skills for the job.
7. After each member has described his or her role and the importance of the necessary skills, then the actual role-play begins.
8. Students are encouraged to not use scripts when describing their roles or when acting out during the role-play.
9. Teachers are urged to support the students in setting up the 'props' for the role plays.
10. Each role-play is to last about 7 - 10 minutes.

Students are to be given sufficient preparation time to prepare their roles for the role-play. Students are to take their roles in the playgroup seriously, as each member of the group will contribute in some way to the overall quality of their role play. After all, the tourism and hospitality industry is all about teamwork and interdependency of roles.

Even though the role-plays will be carried out in groups, students are to be assessed individually. The scoring rubric (or assessment criteria) to be used to assess the role-plays or work attachment is provided in **Appendix 3**. **It is advised that teachers make these criteria available to students as they prepare for their role plays so that they are aware of the expectations for the task.**

### 8.3.2 Task 1 Scoring Rubrics

The following scoring criteria is to be applied consistently for the scoring of student responses to Task 1. Task items 1– 3 are to be judged from the student's one page report and explanations before the role play begins while Task items 4 – 6 are to be judged from within the role play itself.

Task Item and SLO Code	Skill Level	Level 1	Level 2	Level 3	Level 4
State an area of work in the tourism industry [Toh3.1.1.1]	1	One work area is Stated			
Define skill [Toh 3.1.1.2]	1	The term skill is Defined – the ability to do something well			
Describe the features of the role (reception, housekeeping, bar & lounge, restaurant and catering) (Toh3.1.2.3)	2	One simple description of the role is provided	A number of appropriate descriptions are provided		
Describe the skills required (Toh3.1.2.1)	2	One skill is mentioned	A number of appropriate skills are mentioned		
Explain the importance of having the right	3	One Statement about having	More than one Statement about having the right	There is clear evidence of linking of skills	

skills for the job (Toh3.1.3.4)		the right skills is provided	skills is made	to why they are important is made; e.g. good communication skills are important because in the event of conflicts, workers need to talk to resolve the issues at hand etc.	
Explain the importance of teamwork in the Tourism and hospitality industry [Toh 3.1.3.2]	3	One Statement about teamwork is provided	More than one Statement about teamwork is made	There is clear evidence of linking of teamwork to visitor satisfaction and quality experience	
Demonstrate good communication skills (Toh3.1.4.2)	4	Speaks very little during the role play; not directly involved in useful conversations; says only one or two words most of the time	Speaks a couple of full sentences and addresses group members with some eye contact	Speaks well but tends to be distant at times; not fully committed to the conversation or not showing respect	Maintains full eye contact; addresses directly; uses complete sentences while talking; clear and loud and respectful
Demonstrate problem solving and conflict resolution skill (Toh3.1.4.6)	4	A possible problem is Stated	A number of possible problems are Stated	A number of possible problems are Stated. Solutions to problems are suggested and they are appropriate	A number of possible problems are Stated and appropriate solutions are provided. Intelligent recommendations are made about the future of the business

### 8.3.3 IA Task 2: Creating a Business Plan (20%)

**(Learning outcomes assessed in this task are taken from Sub strand 4.3: Preparing and presenting a simple business plan for a small tourism enterprise, and making a product or providing a service)**

Students will prepare and present a simple business plan for a small tourism enterprise. This will include making a tourist product or providing a tourist service that benefits the student and their community.

This task is seen as a culmination of the course and will enable the student to use the knowledge gained in the course and appreciate the opportunities for the future that the development of tourism will provide for him/her and his/her community.

It is recommended that this task should be carried out over a period of two – three months and that the teacher monitors the progress of the research regularly to provide encouragement and support.

It is important that the plan is the student's own work although there will be assistance and input from others at various stages. Each student is expected to keep drafts of the business plans (in a log book), that are developed over the period of the task. Teachers should review and score the draft material throughout the process.

Once this task is completed and assessed, the teacher and class are encouraged to organize a presentation of these ideas to the school and the wider community.

This Business Plan Task makes up 20% of the internal assessment scores.

A sample business plan may include the following:

1. *Mission Statement*: the choice of a viable and sustainable tourism product or service and a description of the main rationale behind the business
2. *Executive Summary*: details the business type, stages of development, site and location products and services, estimate cost, people/owners of the business, and beneficiary-landowners may also include legal side of the business
3. *Business Goals*: an activity chart showing the stages of work to be done covering the first and second year of the business.
4. *Products & Services*: specific description of the main product(s) and service(s)
5. *Equipment, Material and Plant*: business requirements for equipment, building, secretarial work etc.
6. *The Business*: a description of the business, i.e. a small resort, sightseeing tour business, village/cultural tour, food stall, handicraft stall etc.
7. *The Skills*: describes the skills required for the business and the importance of having the right skills for the business
8. *Marketing Plan*: a detailed explanation of how to market the product and services available, strategies involved locally and overseas
9. *Finance targets*: detailed targets for both revenue and expenditure
10. *Monitoring and Evaluation*: discussion of possible problems of the business and possible solutions or recommendations

### 8.3.4 IA Task 2 Scoring Rubric - Creating a Business Plan

Task Item and SLO code	Skill Level	Level 1	Level 2	Level 3	Level 4
State a business goal [Toh 4.3.1.2]	1	Business goal is Stated			
Marketing plan for the product (Toh4.3.2.6)	2	Simple Statements only; lacking details	Features of marketing plan are well detailed		
Targets for revenue and expenditure (Toh4.3.2.8)	2	Simple targets in the budget	Budget is clear and details are reasonable		
Description of equipment, plant and materials (Toh4.3.2.2)	2	Simple Statements only. E.g. naming of equipment only	Features and uses of equipment or materials are provided		
Explain the Business skills of a Tourism business (Toh4.3.3.1)	3	Names a skill, but lacks details	Provides a List of business skills necessary for the business success	Relates the business skills to the reasons why they contribute to the success of the business	
Explain the importance of technology in running a business [Toh4.3.3.4]	3	One importance of technology is given	More than one importance of technology is given	States and links the importance of technology to the success of a business venture	
Explain suitable training needs for a business worker (Toh4.3.3.2)	3	One training is mentioned	More than one training need is given	Clear linkage of training needs shown.	
Problems of the business and recommendations (Toh4.3.4.2)	4	A possible problem is Stated	A number of possible problems are Stated	A number of possible problems are Stated. Solutions to problems are suggested and they are appropriate.	A number of possible problems are Stated and appropriate solutions provided. Intelligent recommendations are also made about the future of the business.

## 8.3.5 IA Program Proposal Template

### FULL IA PROGRAM

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#### Page 1: COVER PAGE

<p style="text-align: center;"><b>xxxxxx SEC SCHOOL</b></p> <p style="text-align: center;"><b>SPFSC 2020</b></p> <p><b>Xxxxx (subject): FULL IA PROGRAM</b></p> <p style="text-align: center;">Name:</p>
--

#### Page 2: INSERT IA SUMMARY FORM HERE

(To be completed, signed by both the teacher and the School Principal of his/her Nominee/school stamped/scan/insert)

#### Pages 3-6:

##### 1 Task title: Task 1: \_\_\_\_\_

The title should be brief and include a reference to the particular syllabus topic or skill which is being assessed by the task.

Example: *“Research Topic – Investigation of a Social Issue.”*

##### 2 Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task

These are found in the syllabus and need to be identified before the tasks are constructed.

Example: *Describe a feature of ....*

*(Copy and paste directly from the latest Syllabus: it must show strand, sub strand and SLOs)*

##### 3. Assessment/Task:

**Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.**

*(Think of what are the best types of assessment for the above LOs so that your students can demonstrate they have achieved the learning outcomes. Also include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)*

e.g. Diagnostic: *(can be oral questions/short tests/surveys/questionnaires to find out what students already know before the lesson)*

*Formative: 1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If majority students not doing well then re-teach using another strategy, assess and monitor learning.*

*Summative: (these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)*

**4 Resources: List materials required for completing the task (for learning & demonstrating the achievement for the SLOs.**

This must specify any material items such as books, documents, maps, stimulus material, equipment required by the task, including use of technology.

**5 Guidelines for the teacher on advance preparation requirements**

- a) **time required** by the student for task completion (monitoring progress)
- b) recommended dates/date range for task completion
- c) organization of room and hardware to facilitate task completion (learning assessment).

(After the task has been completed and scored, teachers will need an IA score capture sheet to record the performance of all students in the class.)

**6 Guidelines for the teacher on task completion and task control**

This must specify:

- the role of the teacher during the period of task completion
- instructions that are to be given by the teacher to the students
- actions that are required of the teacher during task completion

**7 Preparation by the students beforehand**

If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

**8 Task outline for the student**

This outline is a brief description of the task that the student is to complete. It is a general description without specific detail.

Example: *Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.*

**9 Task detail for the student**

This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

## **10. Feedback & Support**

Allocate time for:

- i. Student's self-assessment and correction
- ii. Peer assessment, feedback, and time for improvement
- iii. Teacher assessment, feedback, and time for time improvement

(NB: State how this will be carried out)

## **11. Final submission & scoring**

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

## **12 Scoring Rubric**

Copy and paste directly from the aligned Syllabus the relevant scoring rubrics

## **13 Assessment score capture sheet for the task**

This will be provided by EQAP

**(Repeat 1-13 for Task 2)**

**SOUTH PACIFIC FORM SEVEN CERTIFICATE****Internal Assessment Summary Form****TOURISM AND HOSPITALITY**

<b>Task</b>	<b>Brief Description</b>	<b>Start date</b>	<b>End date</b>	<b>Weighting</b>
<b>Demonstrating Role Understanding</b>				20%
<b>Creating a Business Plan</b>				20%
	Total			40%

- Note:**
1. Be specific about dates, not just Week 3 Term 1, etc.
  2. Assessment schedules for the tasks are provided in the syllabus. Teachers must use these.
  3. All IA Score Capture Sheets will be provided by EQAP to schools.

Teacher's Name and Signature: ..... Date: .....

Principal's Name and Signature: ..... Date: .....

**A full IA program is to be submitted together with this IA Summary Form.**

## 9 Appendices

### *Appendix 1: Skills and Attitudes of Staff in the Hospitality Industry*

<b>Department</b>	<b>Front Office</b>	<b>Housekeeping</b>	<b>Restaurant</b>	<b>Bar &amp; Lounge</b>	<b>Kitchen</b>
<b>Personnel</b>	Receptionist	Housemaid	Food Waiter	Bartender	Cook
	Cashier	Valet	Wine Waiter	Drink Waiter	Cleaner
	Reservation Clerk	Laundry Attendant	Trainee Waiter	Trainee Drink Waiter	Storeman
	Telephonist	Cleaner			Dishwasher
	Porter	Butler			
<b>Skills</b>	Read & Write				
	Oral-Speaking	Oral-Speaking	Oral-Speaking	Oral-Speaking	Mathematical
	Mathematical	Listening	Social Skills	Mathematical	Knife Drills
	Personal Presentation	Personal Presentation	Personal Presentation	Mixing Drinks	Cooking
	Customer Service	Customer Service	Customer Service	People skills	Hygiene
	People Skills	Cleaning	Listening People	Personal Presentation	Personal Presentation
<b>Attitudes</b>	Loyal	Honest	Honest	Honest	Creative
	Care for others	Care for others	Sober Habits	Sober Habits	Sober Habits
	Honest	Loyal	Loyal	Loyal	Loyal
	Self-Motivated	Empathy	Empathy	Empathy	Empathy
	Sober habits	Courteous	Courteous	Courteous	Courteous
	Empathy				
<b>Knowledge</b>	Tourism and Hospitality	Cleaning Agents	Food & Wine	Drinks & Wines	Catering and Equipment
	Airlines	Linen	Drinks	Mixing Drinks	Food
	Tour Operators		Local knowledge	Local knowledge	Supplies & suppliers
	Hotel facilities and services				
	Rooms and amenities	Rooms and amenities			Food recipes

## Appendix 2: Glossary

### Some Common Terms in Tourism and Hospitality

**Accommodation:** the major sector of the tourism industry involved in the provision of somewhere for tourists to stay e.g. hotels, resorts, motels, home stays, bed and breakfasts

**Activities:** the things that tourists can do or take part in e.g. snorkelling, diving, fishing, sport, tramping, visiting a village

**Adventure tourism:** a tourism activity that provides adventurous expeditions or activities, often to/in remote parts of the islands, e.g. Navua River rafting in Fiji

**Aid:** Foreign Aid makes up a high percentage of the income to assist development of some countries in the region. Some Aid money may be targeted to specific programmes to assist tourism and tourism groups. Sometimes Aid comes in the form of consultants or specialists. Foreign assistance is provided by donor countries and international organizations like New Zealand, Australia, EU, ILO and UNDP

**Attitude:** a feeling or opinion about something or someone.

**Attractions:** places and things that tourists go and see. Attractions can be Natural (occur naturally e.g. waterfalls, rainforest) or Manmade (have been constructed by man e.g. museum, cultural centre)

**Backpackers:** budget travellers on sightseeing or educational visits, or visiting villages and outer islands, with limited funds

**Catering:** the sector of the tourism industry involved in the provision of food, beverages, production and sales

**Climate Change:** Long term change in global weather patterns.

**Conferences and conventions:** meetings and/or workshops, often held at hotels and resorts

**Cruise destinations:** Fanning Islands (Kiribati), Champagne Beach (Vanuatu), Yasawa islands (e.g. Blue Lagoon Cruises, Fiji)

**Cultural tourism:** tourism activities that evolves on culture and traditions as an attraction

**Customer relations/service:** combination of personality and professional attitudes provided by sales personnel in any tourism activity

**Destination region:** the area/region/country tourists are traveling to, and where they will spend their time while on holiday

**Domestic tourist:** a visitor who travels in his country of residence for between one night and one year

**Ecotourism:** tourism involving interest in and care of the environment and natural resources, e.g. whale watching, birds, iguana, water falls, nature tourism

**Excursionist:** a visitor who spends less than a day at the place they travel to. Sometimes called a *day tripper*

**Events:** a special happening that brings people to the same place at the same time e.g. Pacific Arts Festival, South Pacific Games, rugby matches

**Foreign exchange:** foreign money spent by tourists on goods and services

**Game fishing:** usually deep sea fishing for large fish. Often involves competitions with prizes.

**Generating market/ region:** The tourist's region of residence, the area or country from which the tourist travels

**Guest:** customers in a hotel, restaurant or bar or service activity

**Government** the country's government plays an important role in promoting tourism and creating a favourable environment for the growth of tourism e.g. tax concessions, encouraging investment, maintaining political stability, international agreements

**Hospitality:** The reception and entertainment of guests, visitors or strangers with liberality and goodwill. Hospitality includes both hotels and restaurants.

**Host region:** the area where the tourist travels to and stays for their holiday

**Hotel:** Part of the accommodation sector. Major departments in a hotel are:

- **Front Office & Reception:** the first department of a hotel operation that takes bookings or sells rooms, registers guests, install guests to rooms and keeps a record for all sales transactions incurred by a guest
- **Housekeeping:** works closely with the front office on room cleaning, laundry etc.
- **Restaurant/Dining room:** the area that provides all meals for a guest – selling of breakfast, lunch and dinner
- **Bar & Lounge:** provides for guest enjoyment of drinks and companionship
- **Kitchen:** produces food for the guest

**Inbound tourism:** traveller and tourists coming into a country, e.g. tourists arriving in Vanuatu

**Infrastructure:** the services in a country that are used by tourists but were not necessarily built for them e.g. roads, banks, post offices, movie theatres, restaurants, bars

**International tourist:** a visitor who travels to a country outside his normal place of residence for between one night and one year (WTO)

**Leisure:** the major sector of the tourism industry involved in the provisions of things for tourists to do, see and learn. It can also relate to time away from work and other obligations when people can relax and/or decide what they want to do

**Marketing:** the process of promoting and selling products and services

**One Industry concept:** the idea that the total tourist experience is made up of many components but is seen as a whole. Tourists talk of a "great holiday" rather than discussing each small component that went to make up the whole. One good or bad situation affects the whole tourist experience.

**Outbound tourism:** tourists moving out of their usual place of residence, e.g. Tongans going on holiday to Australia

**Promotion:** the selling or advertising of a product using forms of the media **Purpose of**

**visit:** the reason why a tourist is traveling e.g. business, leisure, VFR **Rental cars:** hire cars used by tourist to move around, go sightseeing etc.

**Retail:** the sector of the tourism industry involved in the business of converting goods into products with a margin profit e.g. food production, and the selling of the tourism product, e.g. by travel agencies, tour desks, souvenir shops

**Scheduled transport:** a transport service that operates to a standard timetable

**Seasonality:** seasonal fluctuations e.g. between high and low seasons for tourist demand

**Skill:** The ability to do something well.

**Tour guiding:** the process of taking tourists to destinations by car, boats, horses etc. and walking tours and providing information

**Tourism:** There are many definitions of tourism. One is: tourism involves the movement of people to, and their stay in, various destinations for more than 24 hours, and the products and services that they use when they are there.

**Tourism information:** information produced for and used by tourists e.g. maps, guide books, brochures

**Tourism operators:** companies/people who own and organize services for tourists e.g. coach tours, hoteliers, tour operators, airlines

**Tourism products** the goods or services provided by the tourism and hospitality industry based on rooms, food and drinks, activities, tours etc.

**Tourist:** a person who travels away from their usual place of residence for more than 24 hours

**Tourist Arrivals:** the number of travellers categorized as tourists who cross international borders

**Tourist flow:** the movement of tourists from one place to another, e.g. from generating to host regions. Most tourism is between industrialized countries.

**Transport:** the major sector of the tourism industry involved in the movement of people from place to place by a variety of methods i.e. land, sea and air

**Travel:** to move from one place to another

**Traveller:** anyone who travels away from home for any reason. Also called a *visitor*.

**Visiting friends and relatives (VFR):** tourists whose main purpose of travel is to visit family and friends

**Visitor Information Centre:** often a government office where tourists can obtain information on the country, area, town e.g. Fiji Visitors Bureau

## Appendix 3: Suggested Resources

### Resources

- National Tourist Offices/Visitor Bureaus and Airlines, Travel Agents and Inbound
- Tour Operators may have suitable publications available.
- The South Pacific Tourism Organisation ([www.spto.org](http://www.spto.org)) provides magazines, publications and statistics. It produces a weekly newsletter by email and has lots of information on its website.
- Jason Travel Media – What's On? Visitor Maps [9](#)
- National Tourist Office publications
- Airline Flight magazines

### Maps:

- Of the Pacific are available from SPTO through their local National Tourism Offices, and from the Pacific Islands Forum Secretariat. Airline websites e.g. Air Pacific, also have route maps available.
- Hema Maps – e.g. Pacific Ocean, Fiji, Samoa, Solomon Islands, Vanuatu

### Books:

- The New Zealand Tourism Industry by Alan Collier and Sue Harraway, August 2003 4<sup>th</sup> Edition, published by Hospitality Press
- Lonely Planet Guides to various destinations in the Pacific e.g. South Pacific, Fiji, Solomon Islands, Tonga, Vanuatu [www.lonelyplanet.com](http://www.lonelyplanet.com)
- Statistics are available from local tourism offices and local government
- Department of Statistics.

### Websites:

- International Tourism Organisations
- World Tourism Organisation [www.world-tourism.org](http://www.world-tourism.org)
- South Pacific Tourism Organisation [www.spto.org](http://www.spto.org)
- Pacific and Asia Tourism Association (PATA)  
[www.bulafiji.com](http://www.bulafiji.com)  
[www.visitsamoa.ws](http://www.visitsamoa.ws)  
[www.tongaholiday.com](http://www.tongaholiday.com)  
[www.vanuatutourism.com](http://www.vanuatutourism.com)  
[www.visitsolomons.com.sb](http://www.visitsolomons.com.sb)  
[www.cook-islands.com](http://www.cook-islands.com)  
[www.pngtourism.org.pj](http://www.pngtourism.org.pj)  
[www.tahiti-tourisme.com](http://www.tahiti-tourisme.com)  
[www.newcaledoniatourism-south.com](http://www.newcaledoniatourism-south.com)  
[www.nuieisland.com](http://www.nuieisland.com)

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website under construction